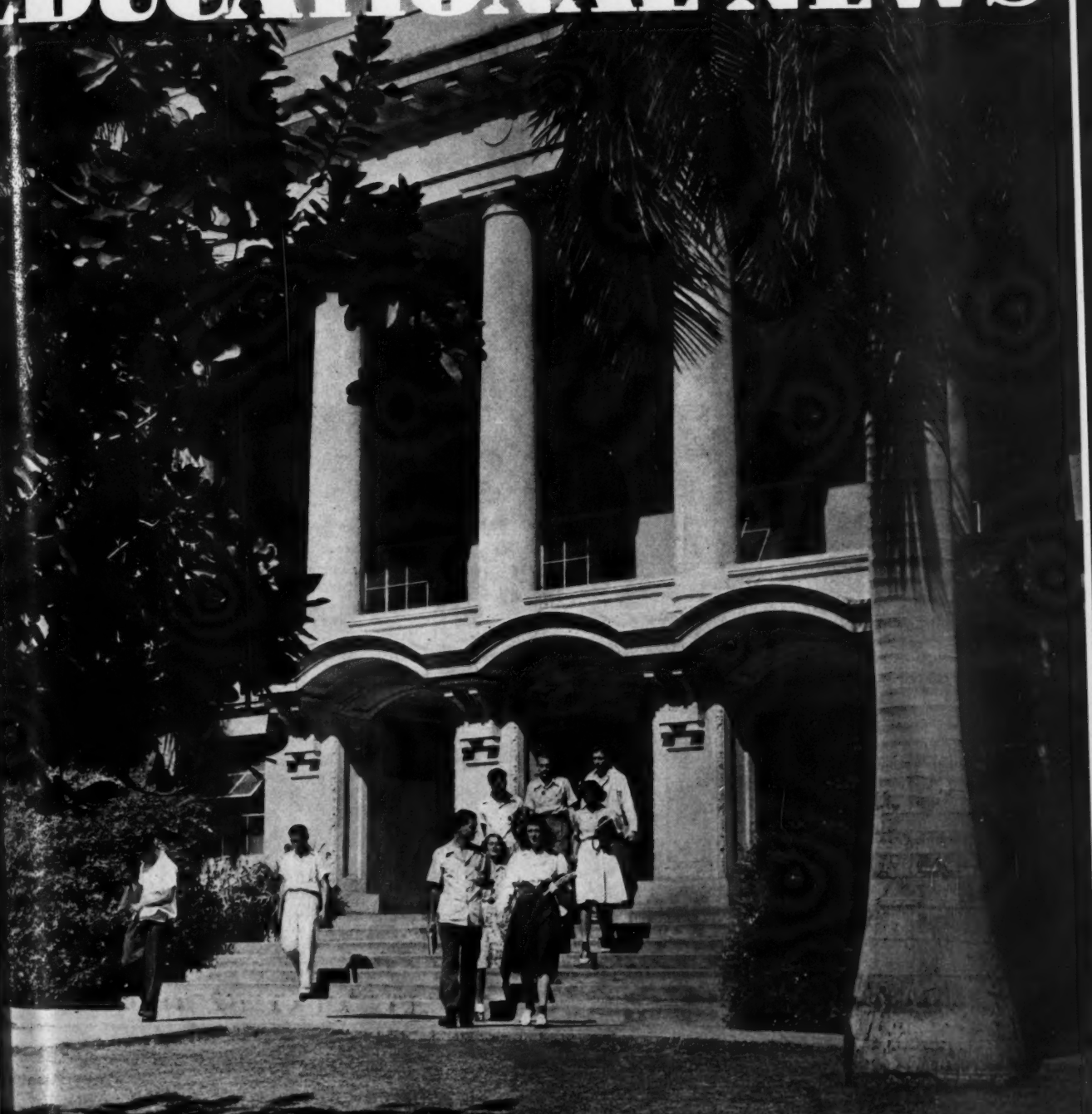


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SIERRA EDUCATIONAL NEWS

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TRAVEL SECTION



I GO TO MANAOS

Frances Norene Ahl, Glendale High School, Glendale

ONE of the most fascinating flights in the world is that from Belem up the Amazon to Manaus, once the metropolis of Brazil's mighty rubber empire. The journey is made in a specially-constructed 8-passenger Fairchild of Pan American Airways.

It was scarcely 7 o'clock in the morning when we boarded the plane and watched it pushed from the docks into the mighty river. Soon we were cruising beneath a soft blue sky. Below the heavy growth of the island of Marajo passed in review. Ere long we dropped down at the edge of the island while men in a little boat rowed out from the town of Currallinho to refuel the plane. The current was so rough that only one or two of the passengers braved the perpendicular ladder and left the plane for a cup of coffee. The rest were quite content to take their refreshments in the Fairchild and gaze forth upon the interesting scenes.

As we neared Gurupa, a white-washed town atop the high bank bluff, we looked down on great tributaries of the river running like mighty roads through the impenetrable jungle. Only from the air does the Amazon reveal its complete width, the surface of the water dotted with myriads of islands. Only from the air does the towering jungle fully show its wild majesty, the true beauty of its gigantic trees heavy with vines and orchids.

It is above Gurupa that the British explorer, Colonel P. H. Fawcett, disappeared in the year 1925. No trace of him has been found.

At Santarem the clear blue water of the Tapajoz flows into the muddy

Amazon. Near here some 200 people from Alabama and neighboring states, disappointed with the results of the Civil War, decided in 1866 to start life anew. Today less than a score of them — including the second generation — remain.

At Santarem, the Fairchild went to dock. Here a young attorney and his wife left the plane, for they were to spend three weeks in Henry Ford's little rubber towns.

In 1927 Ford first initiated his rubber planting experiment in Brazil when he acquired 2,500,000 acres of jungles at Boa Vista on the Tapajoz River, a distance of 110 miles from Santarem. Later he exchanged 704,000 acres of the original concession for like acreage at Beterra, about 35 miles from Santarem.

Rubber Plantations

Ford devotes several hundred acres to nurseries. He is endeavoring to increase the yield of the rubber trees by selecting seeds from the heavy-yielding trees in the Amazon and grafting their seedlings with buds brought from the heaviest yielders in the Far East.

He has built a small city on the original concession at Fordlandia and another at Beterra. They are complete with running water and sewers; hospitals and schools; power plants and radio stations.

Half a century ago Henry A. Wickham, a British rubber planter at Santarem, brought the community temporarily into the limelight when he successfully concealed rubber seeds in bales of wool and smuggled them out of Brazil. From these the rubber

plantations of Malay and Ceylon had their beginnings. It was not long until Great Britain destroyed Brazil's monopoly on rubber.

LEAVING Santarem we enjoyed a rare panorama. Sail-boats, small craft and ocean-going vessels dotted the river. Cattle ran in the shallow water of the lagoons that sped beneath the plane. Thousands of gay-plumaged birds flitted across our path. A soft haze hung like a veil over the dark blue-green of the never-ending tropical forest. As far as the eye could see there stretched the muddy river, myriads of tributaries and lakes, blotches of meadows yellow-green, and the wild impenetrable jungle.

As we taxied down among the colored sail-boats near Obidos, the increased current of the river was noticeable. Here the mighty Amazon rushes through a single channel scarcely a mile and a quarter in width. The true significance of this fact becomes apparent when one realizes that the king of rivers, carrying one-fifth of all the running fresh water in the world, rises at Lake Lauricocha less than 150 miles from the Pacific Ocean and drains an area of more than 2,700,000 square miles.

Mid-afternoon and we circled low over the colorful city of Manaus, quickly to espy the brilliant mosaic dome of its magnificent million-dollar opera house. Here, but a few decades ago, the social life of the then gay, luxury-loving metropolis centered.

A Cultural Center

While Brazil's rubber empire flourished, Manaus was a city of incredible wealth. The finest artists of France and Italy together with those of Brazil were engaged to paint the beautiful canvases and frescoes of this theater. Enormous sums of money were spent to bring culture a thousand miles up the Amazon. And not infrequently the boxes in the opera house were sold for hundreds of pounds.

It was the dream of the rubber millionaires that Manaus would become a second Paris. They built a road 10 miles into the jungle thinking that

their metropolis would grow there. They erected palatial homes rich with statuary and art. They filled their city with gay cafes, fine squares and substantial public buildings. They established the first tramway system in South America — Manaus had streetcars before Liverpool.

Brazil's trade in wild rubber reached its peak early in the 20th century. Then, as the British plantations in Malaya rapidly developed and increased their output, the Amazon region faced the disappearance of its great monopoly.

Manaos suffered disaster. But it is by no means the ghost city that some would lead us to believe. Today, the development of the fabulously rich and fertile valley is being amazingly hastened by weekly air service.

COME with me down the Avenida Eduardo Ribeiro in the late afternoon. Note how the spacious boulevard is lined with neat fig-trees artistically trimmed. See the shops busy with people; the crowds thronging the trams and streets. The sidewalk cafes — reminiscent of Paris — resound with the voices of happy people.

Let us visit the docks. You are amazed to find them teeming with life! Great ocean liners are unloading the wares of distant lands. Native crafts crowd the waterfront. Little fishing vessels pass to and fro.

We continue on to the marketplace — a sheer wall of brilliant stucco buildings adorned with tile decorations. Block after block we wander through the stalls where genial merchants display their varied goods — beans, onions and farina; colorful yardage, shoes and men's ready-to-wear; bicycles, hardware and dishes.

Returning to the pension, we cross the plaza that faces the opera house, and pause to examine the courtway strikingly paved with black and white Italian mosaics. Before us towers a beautiful monument dedicated "to the opening of the Amazon to the world's trade, the allowing of free passage to

the vessels of all ports." Friendly children playing in the fountain are eager to converse with us; scores of people hasten by as they return to their homes at the end of a busy day.

Manaos, a ghost city, you ask! Come and board the plane in the early hours of the morning while the full moon is still casting its silvery beams over the mighty river. As we raise slowly above the church towers and steeples, the sky is kissed with the first rays of dawn. A soft blue, gentle purple, and pale lavender fill

the heavens. Now a faint pink floods the eastern horizon, while a blue haze spreads its veil over the mighty jungles.

As we soar away into the heavens our eyes linger on the scenes of the fast disappearing city silhouetted against the sky. It is a sublime panorama.

Manaos, a ghost city?

It is one of the most colorful places in the world. And the view of it from the air at sunrise is a sight never to be forgotten.

DEATH VALLEY TRIP

THIS EXPERIMENT IN VITALIZED EDUCATION HAS BECOME AN INSTITUTION

NINE years ago Professors J. H. Jonte and A. T. Bawden organized the first College of the Pacific Death Valley trip.

Starting with a small group of 40 members, it has grown to an average of over 150 members each year.

In addition to students from the College of the Pacific, Stockton Junior College and Sacramento Junior College, many teachers become members of the expedition each year, some of them seeking the college credit which is offered, and all of them welcoming the opportunity to make this low-cost cooperative trip in which expert instruction makes a wonderful 8-day vacation one of their most vital educational experiences.

Geology is studied first-hand under three competent geologists. Three professors of chemistry help the members to appreciate the many contacts with chemistry made during the trip. A special section of the caravan is led by a photographer who has had experience with desert photography. A botanist and a nature study expert are surrounded by eager members at every stop.

Occasional stops afford opportunities for roadside discussions, while the campfire program each evening in-

cludes talks by the staff which enable the members to better appreciate the things they have seen during the past day or the experiences of tomorrow. Group singing, a daily newspaper, and stunts lend variety to the program.

The caravan of over 30 cars, traveling in small sections, each piloted by an experienced leader, and escorted by the State Highway Patrol, visits

AS WORLD FAMOUS
AS SAN FRANCISCO



The
PALACE
HOTEL

Walker Pass, Townsend Pass, Bennett's Well, and many other places named after the early forty-niners, so many of whom perished in their attempt to find a path through the desert or over the mountains to California. Death Valley was named by one of these pioneers.

Some of the outstanding points of interest are: The construction work at Friant Dam, the majestic spires and cathedral-like structures at Red Rock Canyon, the oil fields at Bakersfield, the chemical industries at Searles Lake, the many points of interest in Death Valley, Boulder Dam and Mead Lake, the volcanic craters, ancient lava flows and hot springs near Mono

Lake, the beautiful trip along the eastern slope of the snow-clad Sierra Nevada Mountains, and always popular Lake Tahoe.

Swimming is enjoyed in the large pool near Trona, the beautiful pool at Furnace Creek Inn in Death Valley, and in Mead Lake. A boat ride on Mead Lake, a trip to Scotty's Castle, a visit to the bottle house at Rhyolite, and a ride on the narrow-gauge railroad through the borax mines at Ryan are included in the itinerary.

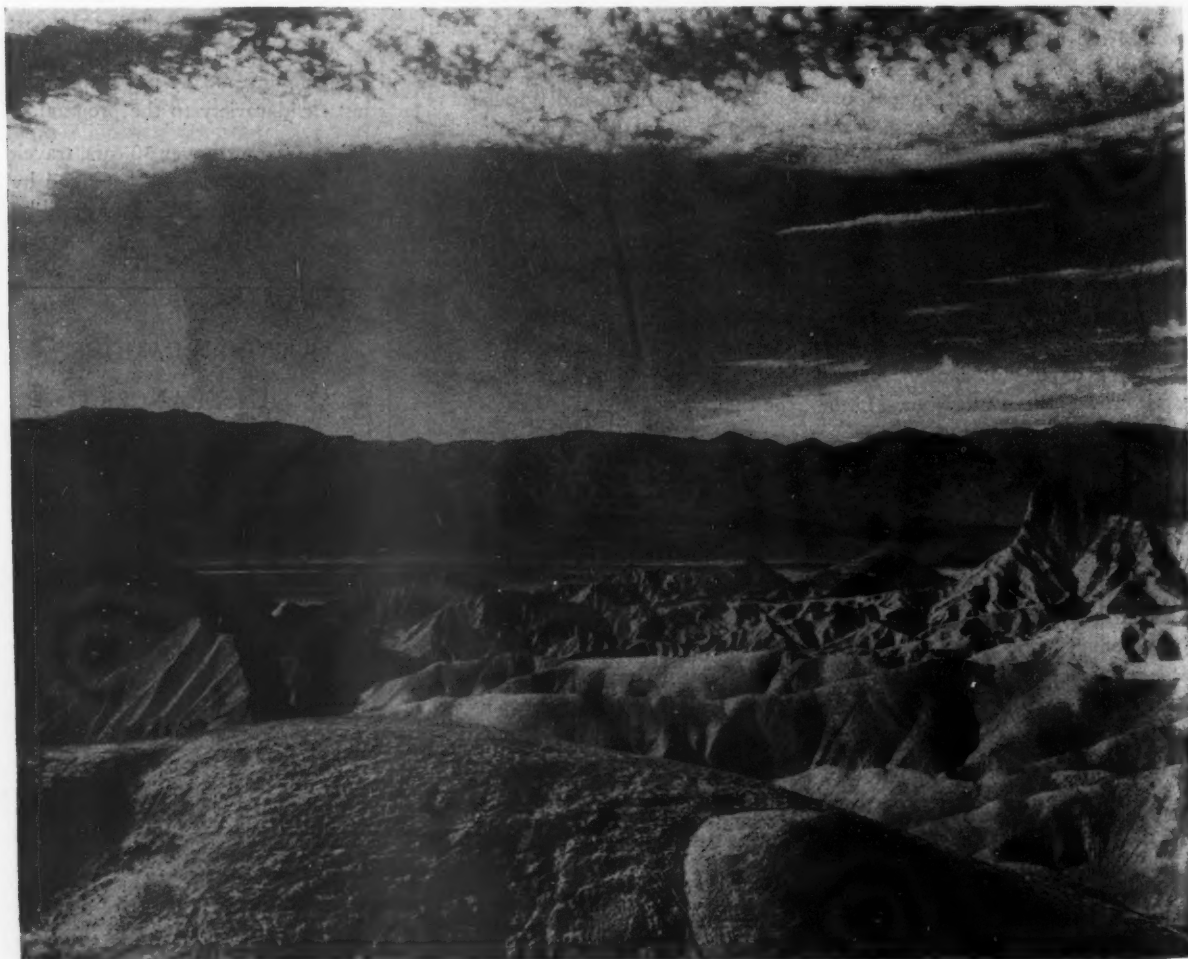
The expedition travels sagebrush style, sleeping on the ground and carrying its own food and cooking equipment in large trucks. The informality of this kind of a trip is

largely responsible for the good times experienced and the friendships formed. Indeed, the very nature of the trip eliminates all but the best of good sports. Past expeditions have had excellent success in matrimonial matters. Perhaps the full moon on the sand dunes in Death Valley has been partly responsible for these lifetime partnerships.

In addition to the instructors on the staff, there are a physician, two mechanics, a hostess and a program leader, all of whom cooperate in maintaining a smooth-running, carefully-organized, safe expedition.

Dates this year — April 5-12. Address Death Valley Expedition, College of the Pacific, Stockton.

An inspiring point of interest in Death Valley is Zabriskie Point, beautifully pictured here by Frasher's Photo, of Pomona. Death Valley is located in the southeastern corner of Inyo County, on the California-Nevada boundary line, and covers 2,500 square miles. Approximately 400 miles lie below sea level, and Bad Water, 276 feet below tide, is the lowest point in the United States.



TRIP TO MEXICO

A CALIFORNIA KINDERGARTEN HAS A WONDERFUL JOURNEY
TO A LOVELY LAND

*Erna C. Seeger and Marylily Shaughnessy, Kindergarten Teachers, Marin School,
Albany, Alameda County*

MEXICO in the kindergarten? No, never! Oh, yes! A simple doll of Mexican features and in Mexican costume has changed it all.

For in a kindergarten class in Albany a most delightful activity on Mexico was recently completed. By the act of one child bringing to school a Mexican doll, interest and thought on Mexico was stimulated. It was a most appropriate introduction to an activity that could be desired.

The project was naturally initiated by a lively discussion. Some of the first questions asked by the children were:

Where is Mexico? The answer was similar to this: If you travel to Mexico by car, it will take about two days. Mexico is near Los Angeles and San Diego.

This explanation was given because some of the children had been to these cities. On a globe of the world the location of Albany was pointed out and the route to Mexico was shown.

What kind of people live there?

Are their clothes like ours?

Is it warm or cold in Mexico?

Do they have hills and mountains in Mexico?

These questions were answered in a manner similar to that of the first question.

Some of the children had visited Los Angeles, San Diego and Tia Juana, Mexico, where they had had an introduction to Mexican people, markets, costumes and crafts. So the idea of Mexico in the kindergarten was not as far-fetched as it seemed.

Immediately books, pictures and Mexican articles such as the sombrero, the serape and Mexican palm toys were displayed in the room. The children brought many Mexican articles from home.

Children's stories of Mexico were placed on the library table. Another

source of self-stimulation on the part of the children was experienced as they looked at the colorful, gay pictures in these Mexican story-books.

The National Geographic Magazine

provided a vicarious experience of visiting Mexico. The actual photographs of Mexican scenes stimulated the children to plan a gigantic mural in which the Mexican mountains and the volcano Popocatepetl, were presented.

Gradually the need for a Mexican house and patio, as well as a Mexican market to complete the "kindergarten Mexico," was realized.

Perhaps this introduction will help you to understand and visualize this



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for FUN for '41



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Santa Fe, N. M.

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To _____

activity, as well as its objectives, development and culmination.

Outline of the Project

I. General Objectives

1. Social consciousness
 - a. Tolerance
 - b. Sympathy
 - c. Appreciation
2. Friendly relationships
3. Fostering, then satisfying intelligent curiosity
 - a. To develop growth from known to unknown

II. Specific Aims: to encourage

1. Group cooperation
2. Development of initiative
 - a. Child to be creative and constructive
 - b. To think problems through
 - c. To finish task
 - d. To evaluate work of self and others
3. To stimulate the appreciation of art, literature, and music and the mode of life of other peoples in contrast to our own, the American way.

III. Means of Attainment

1. Naturally, this work was carried out on a child-like level. A little Mexican doll was the ambassador of good-will, and though a foreign doll it was understandable and made an instant appeal to every child.
2. Numerous articles, books and pictures were arranged in the room.
3. The articles brought by the teachers were
 - a. Sombrero
 - b. Serapi
 - c. Mexican shoes
 - d. Mexican pottery
 - e. Mexican spoon and fork
4. These articles aroused great interest and many questions were answered by the teachers as the children were trying on the sombrero, serapi, and shoes.

Like a spontaneous combustion, the idea kindled—"Let's Play Mexico." Having had previous experiences in dramatization, the children were ready to plan for the immediate needs.

Through travel catalogues and the National Geographic Magazines, the children decided

1. To paint a mural of sky, mountain, volcano, hills and valleys
2. To build a house with tiled roof and patio
3. To build a market place

SIERRA EDUCATIONAL NEWS

4. To build a well
5. To build a plow.

IV. Manual Art

In the course of many days on interesting creative work, many needs became apparent. Many a discussion had to be settled by going to the "Library Table"

- a. to refer to pictures
- b. to refer to exhibits brought from home

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LOS ANGELES

- c. to take a walk to see how a banana tree grew
- d. to take a walk to see a tile roof
- e. to take a walk to see a patio
- f. to take a walk to see cacti.

When satisfied, the children carried out the following in due order:

a. *Wood work*

Tables, cupboards, chairs, a well with bucket, burros, chickens.

b. *Clay*

Vases, Mexican dishes, candlesticks, fruits, tortillas.

c. *Paper work*

Cactus, flowers, corn, bananas, banana trees, parrots, fans, sun, ear-rings, bracelets, sombreros, peppers, watermelons, combs, saddle bags, tiles for door trim, sleeping mats, chickens, masks for dancers, serapes, guitars, rattles, tambourines for Mexican band.

d. *Sewing*

Made their own costumes — Mexican jackets, mantillas, serapes.

e. *Painting*

Clay dishes, pictures, designs on mats, serapes, trees, flowers.

V. Music

While the children were beginning 'to live' in their Mexican village, the need for Mexican music became apparent.

a. *Songs*

1. If I Were in Spain
(Mexico) Singing Days
2. The Tambourine Singing Days
3. Adios Mama Music Hour
4. Juanita Music Hour
5. Come Dance with Me Music Hour
6. Sailor Boy Sing a Song
7. Indian with Paint and Feather Child Land No. 2

b. *Rhythms*

1. Burrow
2. Drawing water from well
3. Carrying water pail on head
4. Ploughing
5. Picking and selling fruit
6. Fishing — cooking
7. Indian dances
8. Weather — storms, wind, rain, sun
9. Boat
10. Auto
11. Airplane
12. Train and tunnel
12. Pinate (Mexican dance game)
14. Fiesta dances

c. *Appreciation*

Excerpts from "Carmen"

Going Places

with Southern Pacific



HOW TO "GO ABROAD" BY TRAIN



There aren't many foreign countries you can visit these days! But you can still go to Mexico, and you don't even need a passport.

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Canadian Pacific
WORLD'S GREATEST TRAVEL SYSTEM



Here are the kindergarten children of Marin School on their play-train touring Mexico.

Mexican music
Marimba records

VI. Literature

As a result of the interest aroused by the pictures shown and the stories told, the children began telling original stories about their pictures which the teachers quickly jotted down. It was interesting to note the increase in vocabulary and the appropriate use of new words as well as an increased consciousness of word sounds. The children also enjoyed using a few Spanish phrases.

The following stories stimulated them to further dramatization:

Children of Mexico.....Stella May
Pancho and His Burro.....Z. and Jan Gay
MarcusM. H. Lee

Pablo's Pipe.....Frances Elliot
Round the World.....Esther Braun
Children of Other Lands.....Matty Piper
The Painted Pig.....E. Morrow
The Forest Pool.....Laura A. Armer
National Geographic Magazines

VII. Achievements

"Playing Mexico" proved to be a valuable and enriching experience. It gratified an insatiable curiosity and provided a living experience plus character-building plus factual knowledge.

Home and school were brought closer together, as parent, child, and teachers shared the common interest as evinced by the many souvenirs and pictures sent from the various homes. The children had learned by "living" and "doing."

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Co-chairmen for this event are Hazel Glaister Robertson, director of Palo Alto Children's Theater, and Hubert Heffner, head of the Stanford speech and drama department.

* * *

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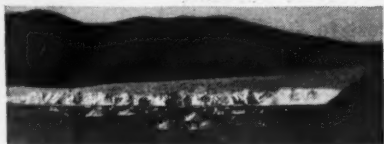
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Illustrations are: Wheeler Hall and the Campanile, at Berkeley, and Royce Hall, at U.C.L.A. (above); Stephens Union, at Berkeley, and Kerckhoff Hall, at U.C.L.A. (below).



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EDUCATIONAL NEWS

JOHN F. BRADY *President*

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TEACHER TENURE

Roy W. Cloud, *State Executive Secretary*

The following statement on teacher tenure is prepared and published at the direction of the Board of Directors of California Teachers Association.

TENURE has been a major topic of study and discussion by California Teachers Association for so many years it would seem that the subject should now be thoroughly understood. However, there are implications which can well be reviewed in the light of pending legislation.

Under the present tenure law a teacher who has taught for three complete, consecutive school years in a district in which the average daily attendance is 850 or more secures a permanent status upon re-employment for the fourth school year. A teacher employed in a district in which there are fewer than 850 pupils in average daily attendance does not so secure permanent tenure, excepting by voluntary action of the governing board, and this voluntary classification gives to the teacher the same rights as those enjoyed by teachers who have become permanent in the larger districts. Boards are now granting tenure under this provision.

A number of bills introduced at the 1941 session of the Legislature should be studied by all school people, whether they come within the provisions of tenure or whether they are

in districts of fewer than 850 pupils in average daily attendance. These bills, as briefly outlined, are as follows:

S.B. 119 Mixer. Raises the average daily attendance requirement from 850 to 4,000 and provides that teachers in a district with fewer than 4,000 children in average daily attendance may be given tenure or be elected for terms of three, four, or five years as the board may determine. This bill, if enacted, would leave approximately only 25 school districts of California under tenure. In the other approximately 2,900 districts teachers would be without permanent tenure.

S.B. 774 Swan. Provides that probationary teachers may be dismissed for cause only. Probationary teachers are those in districts which grant tenure who have not completed their three consecutive school years and teachers in districts with fewer than 850 average daily attendance who have not attained permanence through previous legislation, or voluntary action of the governing board.

S.B. 915 Collier. This bill raises the average daily attendance limit from 850 to 2,000 in any consolidated

or union elementary or union high school district.

A.B. 883 Dills. Is a California Teachers Association proposal which gives to the judge who is to hear a tenure case the right in his own discretion or upon his own motion either to appoint three referees or to hear the case himself. It also provides that if referees are appointed their compensation cannot exceed \$10 per day each.

A.B. 1066 Call. Is another California Teachers Association proposal. It relates to the term "incompetency." It also provides that a teacher who is charged with dishonesty or physical or mental condition unfitting him to instruct and/or associate with children, may be suspended until the charges against him are heard.

A.B. 1643 Evans. Provides that in districts in which the average daily attendance is less than 850, teachers may be dismissed only by the unanimous vote of the members of the governing board of the district.

A.B. 2297 Lyons. Provides that a teacher may not be suspended on a charge of incompetency due to mental disability until the governing board shall have appointed a recognized psychiatrist to examine such teacher, or unless such psychiatrist shall report in writing to such board that such teacher is, in his opinion, suffering from mental disability. The right is given to the employee against whom charges are made to submit the re-

port of a psychiatrist or physician of his own choice to show that he is not incompetent because of mental disability.

During the latter part of 1940 a Tenure Census was made by Chairman A. J. Rathbone of the California Teachers Association state committee on Teacher Tenure. Reports were received from 2,223 of 2,900 districts of the state. This Census included practically every California school district in which permanent tenure applies. The number of teachers in these districts was 28,330. The Superintendents in these districts reported that of this large number of employees only 738, or 2.61%, were not up to satisfactory standards. Of the 738 teachers, 102 were objected to on account of personality conflicts, 28 because they were married, 25 because of prejudice, and 72 for reasons not given by those reporting. Thus of the 738 teachers, 227 were undesirable because of reasons for which no dismissal could or should be made.

The Census also showed that since 1935, when the last major change in the tenure law was made, 69 permanent teachers have been dismissed. Of these, 6 were for immoral or unprofessional conduct, 1 for criminal syndicalism, 1 for dishonesty, 16 for incompetency, 11 for evident unfitness for service, 19 for physical or mental condition, 5 for persistent violation of law or regulation, 3 for conviction of felony or crime involving moral turpitude, and 7 for reasons not specified in the Tenure Census. Of the 69 so dismissed 18 applied for court adjudication of their cases. In 10 of the 18 cases the court upheld the board of trustees. In 8 of the cases the teachers were reinstated because of insufficiency of evidence necessary for dismissal. Thus, out of 69 cases of dismissal of permanent teachers, only 8 were reinstated and in 61 of the 69 cases the action of the board was upheld either by the courts or because the teachers accepted the judgment of the boards.

A statement was made in the report of the Chairman of the Tenure Committee at Los Angeles in Decem-

ber, 1940, that the main objection to tenure is that dismissal of permanent teachers is too difficult. Anyone who is familiar with Civil Service or security of positions should recognize that dismissal should not be made too easy. A person who is in such an intimate relationship with the public as a teacher should have such safeguards placed about his security as would make it impossible to arbitrarily remove him. Anyone who has been connected with school work readily understands that all too many of the parents of children recognize the good features of their children's behavior and believe that any irregularity in their conduct should be overlooked. Hence the admonitions which teachers must frequently administer cause complaints which many times might result in a teacher's dismissal if adequate protection were not given.

Permanent status in tenure is often compared to the Civil Service of other public employees, but such comparison may be misleading. A Civil Service employee obtains security in the place after six months of probation. Relatively few Civil Service employees come into actual daily intimate contact with the public in the manner which school teachers must. And these public contacts place the teacher in a very delicate position. It is the rule rather than the exception for teachers to be the subject of daily conversation in the homes.

Income Tax Deductions

A special order from the Federal Income Tax Bureau rules that a teacher filing a federal income tax return may deduct from the earned income the amount spent for attending teachers institute.

If the governing board of a school district makes a rule that a teacher must attend summer school during any three, four or five year period, the necessary expenditures incurred during attendance at such summer session may be deducted from earned income in computing the amount of income tax.

A Civil Service employee is under the jurisdiction of a Personnel Board which is entirely distinct from the office or agency in which the employee works. A teacher is employed by the board of trustees which is in control of the district in which the teacher serves. Further, in the case of a teacher four to six years of successful study and training beyond the high school are required in order to secure a teacher's certificate. In many schools of the state certificated applicants must pass a rigorous examination before they are put upon an eligible list. Appointments are from these eligible lists, after careful investigations have been made as to the character, the ability, the education, the fitness, and the experience of the applicant. Personal interviews have been held to give the employing officers an opportunity of learning something about the habits and peculiarities of the teacher. Having been employed, a teacher is required to teach for three complete, consecutive school years in the same district before permanent status can be obtained.

The preparation, the thoroughness with which teachers are examined before they can secure permanency, and the three-year probationary period during which their teaching ability and their adaptability can be studied should entitle the teachers to a reasonable sense of permanency. This is evident when it is shown by the statements of the school administrators as shown by the Census before referred to, that only 2.61% of the teachers having tenure do not measure up to the high standards of the teaching profession, and particularly when only about 1% of these teachers could be dismissed for legitimate causes.

Of the 69 dismissals of permanent teachers which have actually taken place during the past five years, only 8 of these teachers, through court action, secured reinstatement, and 61 of the 69 were not reinstated.

Teacher tenure protects good teachers. Unworthy teachers may be dismissed if real reason exists. Boards of education and administrative officers are protected by teacher tenure.

INTERPRETING THE SCHOOLS

Elmer E. Stevens,* Grass Valley High School, Nevada County

IN these critical days, our Republic demands that its institutions shall be firmly based upon popular appreciation and understanding. Of all our institutions, the public schools are the most needful and deserving of this understanding.

Popular education is the means whereby all the members of a democratic system learn to understand the functions of its government. It is the best instrument by which they can change their ways to meet the changing concepts of the world and its society.

To inform and inspire the supporting public concerning the goals and practices of the public school is therefore one of its chief functions today and one of the responsibilities of all school people.

A democratic school system whose goals and procedures are kept hidden from the public in some pedagogical corner is a contradiction in terms, for a proper education of all children of all the people must be understood by all the people.

In a less complex age a popular understanding of the school was easier to secure than at the present. There were two chief reasons for this condition:

1. School procedure changed so slowly, a citizen's memories of his own schooldays gave a fairly accurate representation of what was going on in his children's school.
2. Schools were smaller and so were the communities in which they were located. No longer is the school the center of the community where socials, debates and political meetings are held. There is the big central high school, or elementary school across the railroad tracks—a splendid-looking building, but as successor to the old school—is it doing a good job?

What are the children doing? Is it operated economically and efficiently and what is it doing with the tax dollar? Can it educate this generation of youngsters to save our Republic? These are the questions

that the curious public ask and have a right to know the answers if we are to survive.

So more and more the need of a systematic, thoughtful program of interpretation of our school system is in this period of transition imperative.

In the past some of our efforts along this line have been too clumsy, motivated without adequate explanation or pushed only at times when a "bond issue" made such efforts necessary.

However, there has been a growing movement toward affording the public with definite information and that movement has served four ends: (1) To create favorable opinion; (2) to prompt the school to be critical of its own program; (3) to stimulate better cooperation between the home and the school, and (4) to satisfy the demand for reliable information on the part of interested patrons.

In drawing up a program we are faced with two basic problems: (1) What to tell the public about their schools, and (2) how to tell them.

It has been wisely said that while the school is the best appreciated of our institutions it is the least understood. Very few people will question the operation of the telephone or electric company if they are shareholders, but some cannot understand why a teacher should receive \$200 per month in spite of the fact he has invested 5 to 6 years in education, he now has a family to raise and educate, doctor, dentist's bills, insurance, etc. To this is added the hue and cry of frills, fads, and that "kids run the school nowadays."

Belmont Farley stated, after making a survey of several states and many towns and cities, that *what people wanted most of all was pupil progress, courses-of-study, and the value of education itself.*

Before embarking on any program of interpretation every administrator must make sure his interpretation is worthy. *If teachers are happy and satisfied about work and salary schedule, if pupils are busy and happy, if the administration is honest, good interpretation is then ready.*

The tenets of a program can then be:

1. It must be continuous, as opposed to the "drive" idea. Here we find a clean-cut

differentiation between propaganda and interpretation.

2. It must be honest. Parents don't want the schools "white-washed."

3. It must be inclusive. One type of instruction, continually hammered on, makes the schools look like entertainment houses. The whole program must be vitalized and the various aspects presented.

4. It must be understandable. Terms such as IQ's and median grades are all right among educators, but sound very much like "Greek" to the layman, and in some instances make us look clumsy trying to appear "professional."

5. It should be dignified but aggressive. School money can be used for rightful interpretation but not to advertise the administrator.

6. It must reach everyone and use every facility. Often the PTA is the only group to receive school information. Our Public Schools Week is the only effort to reach the few in the community interested enough to come out for a program at the school.

EVERY agency must be reached and every group within the school, including the janitors, should participate in this program.

Teachers alone cannot secure for education adequate public support. The united strength of the school system will interpret the schools to the public so that they may share in the great work.

* * *

Audubon Society

CALIFORNIA Audubon Society issues the following publications which are free (except in large quantities) to teachers:

Post-cards of the State Bird, the California Quail, 2 for 5 cents.

Check-lists of birds of Southern California; folders, 2 for 5 cents or 1 cent each for 25 or more.

Leaflet 6. The State Protects the Wild Birds; digest of the law.

Leaflet 7. Value of Birds; economic value, with incidents.

Leaflet 12. Our Fish-eating Birds; status of pelican, cormorant, kingfisher, and heron.

Leaflet 13. The Quail, our State Bird.

Leaflet 14. Dorothy May Tucker Memorial Bird Sanctuary.
Objects and Aims of California Audubon Society.

Western Birds (a \$3 illustrated book), special price \$1.50.

Address Mrs. Harriet W. Myers, president, California Audubon Society, 311 North Avenue 66, Los Angeles.

*For the past 9 years chairman of the Public Schools Week Committee of Grass Valley.

ORAL ENGLISH

AN ORAL ENGLISH PROGRAM FOR SLOW CLASSES

Grenville C. Jones, Woodland High School, Yolo County

TWO secondary school functions are the training of students to fill jobs and the training of boys and girls for citizenship in a democracy.

These two functions apply particularly to those who have neither the desire nor the aptitude to go on to college and who are, therefore, faced with the problem of earning their own livings and taking their places in society immediately upon graduation.

For these students no less than for college preparatory students, some kind of public speaking or Oral English training is necessary. Since in very few schools is public speaking a required subject, it falls to the lot of the English teacher to offer this training.

For some time the writer has been interested in an Oral English program for slow groups, offered in the sophomore and junior years. He offers the results of his experience for what they may be worth.

The program should be moulded to fit the needs of this slow type of student. What he most needs in school and what he will most need in life is not the ability to speak to large audiences, but the ability to express himself clearly and intelligently to small groups or to individuals. Along with this, of course, go the problems of poise, self-confidence, enunciation, pronunciation, vocabulary, speech habits, and grammar. His success in landing a job often depends upon his ability to express himself, and surely we want the citizens of our democracy to participate actively in the affairs of their communities.

The English class is not the place for formal debating nor for the presentation of long, formal, memorized speeches. The emphasis must be on practicability and self-expression.

After some experimentation the writer came to the conclusion that it is better to spread the units of work out over a long period than to attempt to cover the complete program in a

one- or two-week unit given once or twice a year. Of course all classroom work calls for spoken English, since the teacher every day has an opportunity to correct certain obvious faults of pronunciation, enunciation, and grammar; but definite units of oral work should be offered at two- or three-week intervals, depending, of course, upon the amount of time the teacher cares to spend upon the program.

The first emphasis in the regular unit should be on overcoming shyness, embarrassment, and what is commonly known as "audience-consciousness." The dangerous procedure of assigning completely unfamiliar topics calling for reading and research and then requiring a formal report to be given in front of the class should be avoided at this time. Too many students will refuse to respond to this type of assignment, many of them preferring to take an F, to the fear of "making a fool of myself in front of the whole class." Yet this type of student is the one who most needs the training. So rather than demand too much, it is well for the teacher to start more modestly and build up the confidence of the class before requiring long talks.

Reading Recitation

The reading-recitation method is valuable for the first units of oral work. This simple method calls for a word or two of explanation. When the time for the opening unit of oral work arrives, the class should be given some simple narrative material to read. A recent book, *Let's Read*, by Holland Roberts and Helen Rand, proved particularly suitable for this purpose, since it contains a number of short, interesting articles of a narrative nature. One of the articles, *The Coyote* — *Desert Racketeer*, was used by the author as the opening unit of oral work with some success. When the

class finished reading the story, it was asked to look over the discussion topics at the end of the chapter. Some of these topics were:

1. Coyotes are intelligent.
2. The teamwork of coyotes.
3. The story of the old buck.
4. The mother deer and the coyotes.
5. Coyotes can live anywhere.
6. A coyote family.
7. The fool and his family.
8. Hunting coyotes in cars.
9. Greyhounds on a coyote hunt.
10. The curious old coyote.

After being allowed ten minutes to check back, members of the class were asked to talk on one of these topics. Following several recitations, others of the group were encouraged to make comments or add their own stories or experiences with animals. Interested in the subject, few students failed to offer something in the way of comment when called upon, some reports going from one to two minutes in length.

THE open forum or group discussion is another valuable method of getting students to participate in oral work. This unit must be carefully handled or it becomes a pointless, rambling hodge-podge. The discussions should be organized around a definite topic, a topic which will be of interest to the entire class and one which will be familiar also. A discussion of popular radio programs is a good subject with which to start, since it is familiar and interesting to students. In assigning this as a general topic, the teacher should ask various members of the class to come prepared to tell about their favorite radio programs, actors, comedians, singers, announcers, or news commentators.

In presenting his material, each student should be encouraged to contribute to the discussion, to offer his ideas and comments. Even in the slowest of classes, the writer found students who actively participated in the discussion with little indication of audience shyness. Adequate material for such a topic can be found in the many radio magazines on the market.

These opening units should be informal with little attempt at criticism. After the finish of the discussion, the

teacher may offer some general comments on enunciation, mispronounced words, mistakes in grammar, and other faults, but individuals should not be singled out for criticism before the class.

The next assignment may be a repetition of the first, but if the teacher feels that the students will respond to a little advanced work, she may assign topics for oral reports. These topics should be general in nature, should be familiar to the student, and should be of his own choice. Popular among boys are the projects that they are doing or plan to do in wood shop, metal shop, machine shop, or agriculture. Others are interested in athletics, choosing as subjects the explanation of a football play, basketball play, or some rule of the game. Some like to report on hobbies such as archery, the building of model airplanes, hunting, fishing, coin collecting, or stamp collecting.

The girls in these slow sections have interests in the field of home economics — sewing, cooking, and home-making. They like to tell how to arrange a room, how to set a table for an informal dinner, how to prepare a balanced meal, how to make a dress. The teacher should act here in an advisory capacity, helping the student select a subject with which he is somewhat familiar and in which he is interested.

At least two days should be allowed for organization and preparation. The student should be encouraged to jot down some of his ideas in organized form, but formal outlining is neither necessary nor desirable here. Only a very brief outline should be permitted. Although most of the material should come from the student's own experience and knowledge, he should be encouraged to fill in these gaps either by reading or by talking to an authority on the subject, the teacher in charge of the course, for example.

Informality should rule the recitation period. The writer usually asks each student to stand by his seat or to come to the front of the room, giving the student his choice. No one should be allowed to interrupt the

speaker while he has the floor, but in the case of a student who gets hopelessly bogged down, it is wise to help him along by asking leading questions or offering a helpful word or phrase. General comments of a critical nature are in order at the conclusion of the reports, but direct, personal criticism should be avoided.

THE fourth or fifth Oral English unit should involve more emphasis on preparation and presentation. Excellent sources of material are the magazines to which most high school libraries subscribe. For these slow groups magazines such as *Popular Mechanics*, *Popular Aviation*, *Popular Science*, *Outdoor Life*, *Field and Stream*, *Open Road for Boys*, *Good Housekeeping*, *Better Homes and Gardens*, *American Home Life*, *American Boy*, and the *National Geographic* are excellent.

A few other somewhat more difficult magazines such as *Reader's Digest*, *Colliers*, *The Saturday Evening Post*, *Sunset*, and *Health* were also helpful. If the teacher is able to keep copies of some of these in her classroom for class use, she will obtain better results, since according to most students the finding of suitable material is the most difficult part of the oral report assignment.

It is helpful, as has already been mentioned, to aid the class in selecting their subjects, keeping in mind that short reports, well-mastered, are preferable to poorly presented, long talks. No report should go over five minutes. It is in this unit, the fourth or fifth of the series, that the teacher should emphasize organization of material. The student should be permitted a short, topical outline if he desires it, but he should be carefully checked so that he does not memorize either outline or speech. Self-expression and the extemporaneous method is the goal to strive for, not "canned" or memorized speeches.

When presentation time arrives, the teacher may ask the student to stand in front of the class. If he refuses, however, he should be encouraged to give his report standing be-

side his desk or even sitting at his seat. If there are cases of mechanical delivery suggesting word for word memorization, they should be checked with the student if possible.

The time has now come for more personal criticism and more complete checkups. Each member of the class should keep a personal check card for his own use. This card should cover some or all of the following points: mistakes in grammar, errors in pronunciation, objectionable mannerisms, posture, enunciation, organization of material, voice, and interest factors. This card the teacher may keep while the student makes his talk, noting down errors and points of weakness that need correction.

When the speaker concludes, the teacher may then make her comments, but she should avoid any points that might tend to embarrass the speaker. Her comments should always be on the constructive and sympathetic side. Of course the ideal method would be to arrange a personal conference with each student, but in large classes this is impossible. The class should be encouraged to participate in the critical discussion with the understanding that they should never try to "razz" the speaker and that they must offer favorable as well as unfavorable comments.

Do Not Interrupt

The practice of interrupting a speaker to call attention to posture, position of his hands, or a grammatical error should be avoided. The time to do this is after he has finished his talk and has taken his seat.

Of course the number of talks a student gives during the year will depend upon the size of the class and the amount of time the teacher can devote to the Oral English program. The writer spread the program throughout the year, devoting to it two or three periods every three weeks, one period for preparation and one or two for presentation. This made a total of six units a semester or twelve a year.

The most suitable types of talks for slow groups are those which give information or explain some process

or technique. In giving these talks, students should be encouraged to use the blackboard upon which to draw maps or diagrams, to bring to class concrete objects to show, to bring pictures, maps, or charts to aid them. One of the best talks ever given in the writer's classes was on the operation of a field telephone set. The speaker brought the entire outfit to class, set it up, and demonstrated how it operated. The class followed the explanation with great interest, asking many questions.

Other Talks

Other types of talks which may be used are the salesmanship talk, rally talk, introduction of a speaker, announcements, nomination speech, of the retiring officer, the presentation and acceptance of gifts, and comments on books, radio programs, or moving pictures. Although most of these talks require special techniques and properly belong to the public speaking class, they may be used to offer variety.

TO summarize:

1. Keep the needs and the limitations of the slow group in mind.
2. Spread the program over the entire year. Don't attempt to cram it into one or two weeks.
3. Start your program by building confidence, by overcoming shyness. Encourage students to use familiar material in their opening talks.
4. Check carefully against mechanical delivery and memorized talks.
5. Always criticize sympathetically and constructively.

* * *

At El Centro

ALBERT ZECH, president, Imperial County Teachers Association, and teacher, Central Union High School and Junior College, El Centro, sent to us recently a set of 6 excellent photographs of scenes at a student-body mock election recently held there for training for citizenship. We reproduce herewith two of the illustrations.

Incidentally, Miss Ingle won first place in original oratory in the San Diego State



Campaign speech before the student assembly, Marilyn Ingle speaking. The major political parties were represented by student speakers.

College annual tournament for high school students.

The main purpose of the election, states Mr. Zech, was not to determine the students choice for President of the United States, but to train them for future citizenship. In three or four years many of them will be casting their ballot at the polls.

El Centro is in the heart of the Imperial Valley desert where agriculture is the chief industry. School buses bring in the children from rural territories. The \$40,000,000 All-American Canal, recently constructed, brings water to the rich desert soil.

The Mexican border is just 12 miles away. Many graduates are now working in aircraft industries at San Diego and Los Angeles. Recently the federal government authorized El Centro Junior College to offer preparatory courses for students desiring to work in national defense industries.

Two twins, Claude and Clyde Teague, receiving voting instructions for the Presidential election from the registrar.



Language Study in American Education is a 40-page bulletin prepared by Commission on Trends in Education of Modern Language Association of America, 100 Washington Square East, New York City.

It discusses ways in which language experience contributes to American education, particularly in terms of the relation of language to thinking, the bearing of language experience on intellectual freedom, and the part that experience, in the mother tongue and in foreign languages, can play in preparing youth for the republican "way of life."

* * *

Basic Science Education

ROW, PETERSON & CO., publishers, launched a *Unitext* program which provides those materials which are essential to the child in his growth toward social maturation — facts pertaining to his environment and its relation to society as a whole; attitudes and appreciations which form the basis of social intelligence and insight.

A program of such scope and purpose obviously demands materials organized to one end from the first grade through the senior high school. It also establishes unquestionably the need to meet individual differences at every level throughout the curriculum. The achievement of the *Unitext* program in attaining these aims is no less than the challenge which the "idea" presented at its onset.

First unit in this comprehensive program is the *Basic Science Education Series* comprising 65 books (by Bertha Parker of the Laboratory School of the University of Chicago, a woman whose wide and profound experience has won for her a place of distinction both in function school work and in the field of writing) the first 16 of which were issued recently; 28 cents each.

The intermediate grade books are keyed to the 4th-grade level and the junior high books to the 7th-grade level, with concepts as well as vocabulary at both levels held to the greatest possible simplicity. The omission of identifying gradations, other than simply "Intermediate" and "Junior High" in small type on the inside title page, furthers the adaptability of the books to varying situations and uses.

Profusely illustrated in full color, this highly attractive series is speedily coming into wide use. Row, Peterson's Pacific Coast headquarters are 2051 Norwalk Avenue, Los Angeles, and 159 New Montgomery Street, San Francisco.

1940 CENSUS

POPULATION OF THE STATE OF CALIFORNIA — FINAL FIGURES: 1940

*Department of Commerce, Bureau of the Census, Washington,
Sixteenth Census of the United States: 1940*

BETWEEN 1930 and 1940 California's rural areas grew faster than the urban places, according to the final figures from the Sixteenth Decennial Census, issued on January 9, 1941, by the Bureau of the Census, Department of Commerce. This period thus reversed a trend toward greater concentration of population in urban areas, which lasted from at least 1850 to 1930.

The final count of the Sixteenth Census showed that on April 1, 1940, California had a population of 6,907,387, an increase of 1,230,136 over the 5,677,251 residents reported in the 1930 census. This change represents an increase of 21.7% as compared with 65.7% between 1920 and 1930. The population increase in urban areas from 1930 to 1940 was 17.8% as compared with 32.2% in the rural sections. Urban residents accounted for 71.0% of the State's population in 1940, as compared with 73.3% in 1930. In 1940, residents of urban areas numbered 4,902,265, while the rural population amounted to 2,005,122. The Census Bureau considers as urban areas the incorporated places of 2,500 or more. In California, however, one densely populated judicial township is also classified as urban on the basis of special requirements. The remaining territory is classified as rural.

There were 59 cities of 10,000 or more in California, 12 having reached this size since 1930. In this size-group, Belvedere township, which is adjacent to the city of Los Angeles, also qualified as urban under the special rule. All but one (Fullerton) of these 60 urban places increased between 1930 and 1940, Burbank having had the most rapid growth (106.1%).

All but two (Colusa and Imperial) of the 58 counties gained population between 1930 and 1940. (This number includes San Francisco County, which is coextensive with San Francisco city.) Shasta County, with an increase of 106.8%, had the most extensive growth.

The first census of California was taken in 1850, returning a population of 92,597. (This figure is incomplete since returns for three counties were lost.) The population has shown an increase at every census since that time, but the rate of increase during the past decade was the lowest in the State's history. The population passed 1,000,000 between 1880 and 1890, 2,000,000 between 1900 and 1910, 3,000,000 between 1910 and 1920, 5,000,000 between 1920 and 1930, and 6,000,000 during the past decade. The present population represents a density of 44.1 inhabitants per square mile. California's total land area is 156,803 square miles.

Colusa	9,788	10,258	-470	-4.6
Contra Costa	100,450	78,608	21,842	27.8
Del Norte	4,745	4,739	6	0.1
El Dorado	13,229	8,325	4,904	58.9
Fresno	178,565	144,379	34,186	23.7
Glenn	12,195	10,935	1,260	11.5
Humboldt	45,812	43,233	2,579	6.0
Imperial	59,740	60,903	-1,163	-1.9
Inyo	7,625	6,555	1,070	16.3
Kern	135,124	82,570	52,554	63.6
Kings	35,168	25,385	9,783	38.5
Lake	8,069	7,166	903	12.6
Lassen	14,479	12,589	1,890	15.0
Los Angeles	2,785,643	2,208,492	577,151	26.1
Madera	23,314	17,164	6,150	35.8
Marin	52,907	41,648	11,259	27.0
Mariposa	5,605	3,233	2,372	73.4
Mendocino	27,864	23,505	4,359	18.5
Merced	46,988	36,748	10,240	27.9
Modoc	8,713	8,038	675	8.4
Mono	2,299	1,360	939	69.0
Monterey	73,032	53,705	19,327	36.0
Napa	28,503	22,897	5,606	24.5
Nevada	19,283	10,596	8,687	82.0
Orange	130,760	118,674	12,086	10.2
Placer	28,108	24,468	3,640	14.9
Plumas	11,548	7,913	3,635	45.9
Riverside	105,524	81,024	24,500	30.2
Sacramento	170,333	141,999	28,334	20.0
San Benito	11,392	11,311	81	0.7
San Bernardino	161,108	133,900	27,208	20.3
San Diego	289,348	209,659	79,689	38.0
San Francisco	634,536	634,394	142
San Joaquin	134,207	102,940	31,267	30.4
San Luis Obispo	33,246	29,613	3,633	12.3
San Mateo	111,782	77,405	34,377	44.4
Santa Barbara	70,555	65,167	5,388	8.3
Santa Clara	174,949	145,118	29,831	20.6
Santa Cruz	45,057	37,433	7,624	20.4
Shasta	28,800	13,927	14,873	106.8
Sierra	3,025	2,422	603	24.9
Siskiyou	28,598	25,480	3,118	12.2
Solano	49,118	40,834	8,284	20.3
Sonoma	69,052	62,222	6,830	11.0
Stanislaus	74,866	56,641	18,225	32.2
Sutter	18,680	14,618	4,062	27.8
Tehama	14,316	13,866	450	3.2
Trinity	3,970	2,809	1,161	41.3
Tulare	107,152	77,442	29,710	38.4
Tuolumne	10,887	9,271	1,616	17.4
Ventura	69,685	54,976	14,709	26.8
Yolo	27,243	23,644	3,599	15.2
Yuba	17,034	11,331	5,703	50.3

	Population		Pct. of	
	1940	1930	Increase	Increase
The State	6,907,387	5,677,251	1,230,136	21.7
Urban	4,902,265	4,160,596	741,669	17.8
Rural	2,005,122	1,516,655	488,467	32.2
Per cent urban	71.0	73.3

Counties:				
Alameda	513,011	474,883	38,128	8.0
Alpine	323	241	82	34.0
Amador	8,973	8,494	479	5.6
Butte	42,840	34,093	8,747	25.7
Calaveras	8,221	6,008	2,213	36.8

	Population		Pct. of	
	1940	1930	Increase	Increase
Urban places of 10,000 or more:				
Alameda	36,256	35,033	1,223	3.5
Albany	11,493	8,569	2,924	34.1
Alhambra	38,935	29,472	9,463	32.1
Anaheim	11,031	10,995	36	0.3
Bakersfield	29,252	26,015	3,237	12.4

Bell ¹	11,264	7,884	3,380	42.9
Belvedere township ² ..	37,192	33,023	4,169	12.6
Berkeley	85,547	82,109	3,438	4.2
Beverly Hills	26,823	17,429	9,394	53.9
Brawley	11,718	10,439	1,279	12.3
Burbank	34,337	16,662	17,675	106.1
Burlingame	15,940	13,270	2,670	20.1
Compton	16,198	12,516	3,682	29.4
El Centro	10,017	8,434	1,583	18.8
Eureka	17,055	15,752	1,303	8.3
Fresno	60,685	52,513	8,172	15.6
Fullerton	10,442	10,860	-418	-3.8
Glendale	82,582	62,736	19,845	31.6
Huntington Park	28,648	24,591	4,057	16.5
Inglewood	30,114	19,480	10,634	54.6
Lodi	11,079	6,788	4,291	63.2
Long Beach	164,271	142,032	22,239	15.7
Los Angeles	1,504,277	1,238,048	266,229	21.5
Lynwood ¹	10,982	7,323	3,659	50.0
Maywood ¹	10,731	6,794	3,937	57.9
Merced	10,135	7,066	3,069	43.3
Modesto	16,379	13,842	2,537	18.3
Monrovia	12,807	10,890	1,917	17.6
Monterey	10,084	9,141	943	10.3
National City	10,344	7,301	3,043	41.7
Oakland	302,163	284,063	18,100	6.4
Ontario	14,197	13,583	614	4.5
Palo Alto	16,774	13,652	3,122	22.9
Pasadena	81,864	76,086	5,778	7.6
Pomona	23,539	20,804	2,735	13.1
Redlands	14,324	14,177	147	1.0
Redondo Beach	13,092	9,347	3,745	40.1
Redwood City	12,453	8,962	3,491	39.0
Richmond	23,642	20,093	3,549	17.7
Riverside	34,696	29,696	5,000	16.8
Sacramento	105,958	93,750	12,208	13.0
Salinas	11,586	10,263	1,323	12.9
San Bernardino	43,646	37,481	6,165	16.4
San Buenaventura (Ventura)	13,264	11,603	1,661	14.3
San Diego	203,341	147,995	55,346	37.4
San Francisco	634,536	634,394	142
San Gabriel	11,867	7,224	4,643	64.3
San Jose	68,457	57,651	10,806	18.7
San Leandro	14,601	11,455	3,146	27.5
San Mateo	19,403	13,444	5,959	44.3
Santa Ana	31,921	30,322	1,599	5.3
Santa Barbara	34,958	33,613	1,345	4.0
Santa Cruz	16,896	14,395	2,501	17.4
Santa Monica	53,500	37,146	16,354	44.0
Santa Rosa	12,605	10,636	1,969	18.5
South Gate ³	26,945	19,632	7,313	37.3
South Pasadena	14,356	13,730	626	4.6
Stockton	54,714	47,963	6,751	14.1
Vallejo ³	20,072	16,072	4,000	24.9
Whittier	16,115	14,822	1,293	8.7

¹ Incorporated between 1920 and 1930.

² Classified as urban under special rule. Comparative figure for 1920 not available.

³ Figures for 1930 corrected to include Mare Island Naval Reservation. No change has been made in the urban figures on account of this correction.

QUERY ANSWERED

HOW MAY I HAVE A VOICE IN CALIFORNIA TEACHERS ASSOCIATION?

HOW may I have a voice in California Teachers Association? How do we let CTA know what we want? How do teachers express themselves, or are they supposed to express themselves?

These questions were raised by a teacher at an institute session held recently in this Section. It seems impossible that these questions were sincere, but I feel they need answering, especially since the teachers present had, only an hour before, elected an entire slate of CTA officers, including delegates to represent them at the Section Classroom Department, the Section Council, and the State Council.

If a teacher, who is a member of CTA, wishes to have a voice in CTA, all he has to do is to contact the officers, or CTA delegates from his local city or county unit.

He may let the CTA know what he wants by taking an interest in his professional organization.

Of course, if a person just sits back and hopes someone else will do something, nothing may be done. However, many teachers and educators have given generously of their time and energy during the history of our organization.

If teachers had not worked and taken an interest in the organization, education in California would still have a long way to go before it would reach its present high standards. Teachers would not have a profession that is rated as high as it is today.

It seems to me that if a teacher wants to take a few minutes time, and is interested enough, he can not only find out how and where to make himself heard, but he may express himself quite freely.

To go one step farther: One who really wants to let CTA know about something, should not only contact his local CTA officers and delegates to the Section and State Councils, but he should also contact Roy W. Cloud, state executive secretary of CTA, 155 Sansome Street, San Francisco, and an immediate reply will be forthcoming.

In addition, concerning legislative matters, he may also contact his local Senators and Assemblymen. They, too, will be glad to hear from or talk with you personally. Your wants will be listened to, and if reasonable and justifiable, appropriate action will be taken.

California Teachers Association is your organization. If you know how to make yourself heard, and then don't — how do the representatives whom you elected know what you want? Contact your elected officers and delegates, and if they don't do what you want them to do, elect someone else who will. *You have a voice in the CTA!*

Clyde E. Quick, President of CTA Central Section Classroom Teachers Department, Chowchilla.

SECONDARY PRINCIPALS

ASSOCIATION OF CALIFORNIA SECONDARY SCHOOL PRINCIPALS: A PROGRAM OF ACTION

Arnold A. Bowhay, President, Association of California Secondary School Principals; Beverly Hills

ASSOCIATION of California Secondary School Principals is making a concrete effort to solve a number of problems faced by the youth of our state. Remembering mistakes that were made in World War I, when many of the important values of life were shelved in making preparations for the conflict, schoolmen throughout the state are determined not to sacrifice these values again, but rather to enrich and augment them by showing their importance from a personal as well as a defense viewpoint.

It is generally recognized that the survival of our Republic depends upon the confidence young people have in our form of government. We must correct certain of our deficiencies if we are to restore youth's confidence in our ability to cope with their problems in a democratic manner. A dynamic program is planned which should utilize the genius of entire communities including the young people themselves, since they are of inestimable value in presenting their own problems and in helping to solve them.

Four phases of the Youth Problem, of interest to us at all times, but of particular significance when our country is engaged in a national defense program, will be studied on a state-wide basis. Health, Recreation, Vocational Information and Guidance, and Education committees have been formed in each of the 21 sections into which the Association has divided the state for administrative purposes. Regional committees, composed of the chairmen of these section committees, have been formed in Northern California, the Bay Region, in the Central Coast, and Central Valley sections, and in Southern California. The chairmen of these regional committees, together with certain recognized state experts, make up the state committees.

The experts who have agreed to make their experience available to the Association include a number of the most important men in their respective fields. They have

been assigned to help on the following committees:

Health

Dr. Herbert N. Stolz, assistant superintendent of schools, Oakland.

W. H. Orion, chief, Division of Health and Physical Education, Sacramento.

Dr. J. J. Sippy, director, San Joaquin Health Center.

Dr. C. Morley Sellery, director of health, Los Angeles City Schools.

Dr. M. A. Gifford, Kern County Health Department.

Recreation

George J. Hjelte, Los Angeles City Municipal Department of Recreation.

Cecil F. Martin, supervisor of physical education and recreation, Pasadena.

Raymond W. Robertson, supervisor, physical education and recreation, Oakland.

Walter L. Scott, supervisor of physical education, Long Beach.

Mrs. William Evans, Tracy.

Vocational Information and Guidance

Howard A. Camplon, assistant superintendent of schools in charge of adult education, Los Angeles.

Arnold A. Bowhay, President



J. C. Beswick, chief, Bureau of Trade and Industrial Education, Sacramento.

Dr. Richard Rutledge, director, Sacramento Junior College.

M. E. Mushlitz, director, secondary curriculum, Ventura.

Spencer D. Benbow, coordinator of placement, Oakland Public Schools.

Education

Aubrey C. Douglass, Assistant Superintendent of Public Instruction.

A. E. Bullock, principal, Los Angeles.

Arthur C. Pokarny, principal, Oakland.

David Reidy, director, Extended Day School, Pasadena.

Elmer C. Jones, director, Adult Education, Long Beach.

Section committees include in their membership not only school men, but representatives from other governmental agencies, from service clubs and parent-teacher associations, from the churches, as well as the medical profession, business, and labor. No two sections are faced by exactly the same problems and no two sections need exactly the same programs, but every section has a problem in each of the four areas being studied. These must be studied intensively and must fit local community needs, not only for youths in school but for youths at work and even adults.

Health: The efficiency and soundness of the nation are affected by our failure to bring the physical condition of our people to its highest practical level. Despite physical education programs in the schools and certain governmental services along medical lines, our present draft is exposing a great degree of physical incompetency. What is the answer? Is it because a large number cannot afford proper medical and dental care? It is true that while the very rich and very poor are assured adequate medical care, a large section of our population cannot pay "the whole cost" of adequate medical attention? This is a problem for the combined efforts of any community and is as important in ordinary times as in times of defense preparation.

Again, many schools have efficient health programs for young people while in school, but nothing is done for those who are out of school, and unless a radical departure is contemplated, nothing will be done. But these young people are just as important as any others in our democratic scheme of things for unless we develop plans for helping them solve this problem, they may easily doubt the workability of our democratic form of government in the days just ahead.

Recreation: Unoccupied time is a breeder of difficulties and all of our community agencies should help attack this problem. It is just as important to know how to live" as it is to know "how to earn" and one of the most important phases of living is that which we do in our leisure time. Proper

recreational facilities are fine morale builders, since an occupied people are a satisfied people and rarely find time for the discontent and the radicalism that breed from dissatisfaction.

Vocational Information and Placement: Many of our young people either do not have work or are "round pegs in square holes." They may fall into "blind alley" jobs without knowing the many vocational possibilities that are open to them and without suspecting that there may exist placement services in their communities that are organized to help them to find employment. It is the job of the schools to make this vocational information available, and it is the job of the schools and the community to see that placement offices do exist—offices that recognize their responsibility to place young people in jobs for which they are suited and to follow up and evaluate the manner in which they handle the jobs they get.

Education: Today we must prepare for citizenship in a democracy. We dare not take care of the needs of just the conforming group, which adapts itself easily to the conventional school program. We dare not sacrifice those who, for some reason or other do not find their needs in an academic program. We must meet the needs of all.

This argues a program that will repair the damage done in the past, if youths in school, youths at work, and adults are to learn to live more fully, are to earn their own way and enjoy the benefits only made possible by a democratic way of life.

Young people report a need for more training to help solve their personal problems even while in school, and out of school groups want and need remedial courses that will make possible the training that was denied them during their younger days. Employed people seek an opportunity to improve their cultural and vocational efficiency, and ask that short term classes be established to help prepare them for trades essential to our national defense program and that refresher courses be opened to skilled persons in order that they may regain their former skills and be of value in our national emergency.

Unless this be done we are fostering a class system that may well arouse doubts among our people as to our Republic's ability to meet their life's needs.

THE school administrators of the state have been called upon to supply the leadership necessary to solve these problems. They are responding to a degree little short of amazing, as are whole communities. They are setting up programs adapted to the needs of their particular localities and are cognizant of the fact that only as they

recognize the importance and dignity of every man, woman and child can they hope to keep alive those values that we recognize as the bulwark of democracy.

* * *

The Journal of Educational Sociology, a magazine of theory and practice (headquarters at 32 Washington Place, New York City; Francis J. Brown, managing editor), is official journal of the Educational Sociology Section of American Sociological Society and is published by Rho Chapter of PDK.

The February, 1941, issue, featuring radio education, is of great interest to all interested in the radio and education. The

contributors include national leaders in both fields. Price 35 cents.

* * *

Wilma G. Cheatham, director of research and reference, Contra Costa County Schools, has prepared a mimeographed bulletin of enrollments and age-grade tables in that county as of September, 1940.

This is the fourth consecutive year that these data have been gathered at a specified and uniform time. County enrollment for the past four years has averaged a steady gain of about 3% a year.

Persons desiring copies of this tabular bulletin may address Miss Cheatham at room 306, Court House, Martinez.

HOMEMAKING

PUTTING THE HOME INTO HOMEMAKING CLASSES

Alice Routt, Homemaking Teacher, Brea Grammar School, Orange County

FACED with the problem of making a curriculum for foods homemaking classes that would fulfill the requirements of a small budget and the needs of the children in the community, we evolved this plan.

We took into consideration the fine food laboratory and the large, well-equipped dining-room attached. We found that most of the children attended only the small union high school, and did not go on to college. We also found that many of the girls did not take any more homemaking courses at the high school.

With these points in mind we tried to make a terminal course with a wide smattering of many homemaking subjects.

As the curriculum worked out in 1939-40 to the satisfaction of the girls, their parents and the high school homemaking department, for 26 out of the 30 girls graduated from the 8th grade in June enrolled in homemaking courses, we believe other teachers in small schools may be interested in the method of presentation:

1. In foods classes each girl is completely responsible for her own working-cabinet, stove and sink. She is entirely "on her own" as she would be in her kitchen at home.

2. The menu for a complete breakfast for the 7th grade girls, and a complete

luncheon for the 8th grade girls is worked out with them the day before.

3. The time to be spent on preparing each part of the meal is noted, and a complete "order of activity" is placed on the board by one girl, so that any confusion will be avoided on the next day when they are cooking.

4. The grocery order is made out and the girls compute the cost of the meal for one and for their own family.

5. On the one day that she cooks, the girl must have her card-file recipe on hand, get her own supplies, cook her own food, set her own place, eat her own food, and wash her own dishes. The minimum of questions are asked or answered unless the girl has been absent from the preparations the day before.

The other three days of the week, during the 45-minute periods, homemaking subjects such as laundry of linens and personal clothing, care of the child, nutrition and personal health, good grooming, and of course etiquette and table service are demonstrated, discussed and papers written on the various subjects.

Teas are given for the parents, luncheons and suppers are worked out with the faculty members and school board invited. Representatives of the various clubs in town came to the school "for the first time" last year, thus school publicity and a better feeling between the students and the community was fostered.

PUBLIC SCHOOLS WEEK

TWENTY-SECOND ANNUAL OBSERVANCE, APRIL 23-MAY 3

This Year's Observance Calls For Cooperation of all Community Agencies in Strengthening Public Faith in Education and in Americanism. These Suggestions May Prove Helpful in Planning Your Share in the Program.

Joseph Burton Vasche', Director of Research and Curriculum, Stanislaus County Schools, Mrs. Margaret L. Annear, Superintendent

"The Great Citizenry must have the leadership of the profession if the basic American qualities are to be strengthened. There is no other agency in the land which can provide this direction."

PUBLIC Schools Week comes this year when all of us, as citizens and as teachers of the American Way of Life, and as parents of the youth whom we want to enjoy the Democratic Blessings which have been ours, are seriously and actively concerned with the Defense of Our Free Institutions.

The existing crisis has shown clearly the need for Public Education not merely to teach traditional facts and experiences, but to step forward and to evaluate and to interpret American Ideals to the population at large, and most important, by such interpretation to instill morale and confidence within the entire American group. *No more vital service could be rendered by your local observance this year than by dedicating your entire program to a consideration of the contributions which California schools are making to the Common Defense.*

There is need this year, more than ever before, for the observance to be community-wide, the result of co-ordinated efforts of all major community organizations—civic groups, service clubs, lodges, churches, parent-teacher associations, and the American Legion—working hand in hand with the schools, in strengthening public faith in Education and in Americanism. *And, active participation in this program is the unqualified responsibility of every California teacher.*

The following suggestions are designed to help your community make

the 22nd annual observance the most successful ever held:

1. Start out today by organizing your general observance committee. This committee should include representatives from the public schools, from fraternal and religious organizations, from patriotic and civic societies, and from business and professional groups. The committee should be composed only of men and women who are vitally interested in the public schools, and willing to devote many hours of their time to the activities of the week. Leadership of the committee might best be delegated to a member of the profession, for he or she will be in best position to provide the assistance which the lay committee-members will need in planning their contributions. Your local Masonic lodge stands ready to cooperate in all details of the program.

2. Development of an effective program calls for the assistance of every member of the teaching profession. And this year, when the school's work in strengthening American Loyalties is so great, the obligation of every member of the teaching profession is multiplied. Every teacher might contribute immeasurably if he or she would voluntarily assume one activity—not necessarily a large activity, but one which would help give the citizenry a sound conception of what Education is doing in this great period of need. *Genuine service would be rendered if each teacher in California would volunteer one night during Public Schools Week, for appearance before some lay group in his community.*

3. Interpretation of educational trends, and the trend of democracy itself, necessitates minute study of sound published materials. This year, no better foundation for bringing all the people abreast of contemporary conditions can be found than the recent literature of our great educational groups. The NEA Journal, 1940-1 issues, provide ample source material for use of local committees, while both the Educational Policies Commission and the Consulting Groups of California Teachers Association, to mention just two such agencies, have available additional publications of great merit.

4. Emphasis upon the Common Defense should stimulate sound evaluation of your

own local educational program, a significant factor in educational growth. Using democratic ideals and democratic needs as the criteria, the local observance committee, including both school people and representative laymen, should determine the scope of the local educational program; measure, both objectively and subjectively, its efficiency and success; and map out plans for its continued broadening. In fact, Public Schools Week might launch such a broad planning program, and the general committee might continue on its work throughout the entire year.

5. A series of Public Forum meetings should be a vital part of your community-wide program this year. No more pertinent materials are available than the four study topics of the California Teacher Association Consulting Groups this year and the materials of the 1940 American Education Week observance. With only a little effort, your committee can sponsor highly-effective discussion programs before every organized group in your area. For example, a topic like "Are the schools doing their duty in promoting intelligent patriotism?" can be worked into a complete evaluation of the local program. Your forum meeting might include a chairman, a moderator, and four speaker-participants (an educator, and the remaining three leading, respected, sound-thinking lay citizens) each limited to an eight-minute presentation, followed by a 45-minute discussion period, in which questions from the audience are directed to panel members for answer. Such a procedure is highly-effective, for it emphasizes audience participation, at the same time making possible the presentation of local educational trends in clear, understandable manner. You will find the Public Forum well-liked by the listening groups.

Use Much Publicity

6. Make maximum use of all available publicity channels this year. Prepare a series of timely articles upon your schools and their work for publication in daily local newspapers the week preceding and during the observance. If your community has no daily newspaper, your committee might arrange for a special supplement of the weekly newspaper, or prepare an edition of the school paper for mailing to all residents of your district. Regional radio stations will gladly provide free time for announcements and for programs devoted to the observance. Students, faculty members, and lay citizens can cooperate in all radio presentations.

7. The Open-House and the demonstration-exhibit are effective methods of showing just how and what is being accomplished in the schools. In addition to regular events at the schools, smaller selected demonstrations and exhibits might be taken to various organizations and club

meetings in the district, as a supplement to the Public Forum programs, and accordingly present the interesting and amazing story of the local schools to many citizens who otherwise would not be reached. To be effective, however, this phase of the observance must be planned well in advance, and it should include representative samples of work from all departments of the school.

8. Make the general public night meeting at your school a practical one. Stress the showing of what the schools are doing for the Common defense, and a well-planned evening of diversified activities in which the students take major part, will be the most effective approach. If you wish to have a speaker on the program, select someone who is really interesting to listen to, and then have him tell his story in not more than thirty-minutes. See that the whole program steps right along, and if it is effective it should not take longer than an hour and a half. Every staff member should cooperate in the general meeting, and should be on hand that night to meet patrons and friends of the school.

9. The Week should be the start of an active public relations program which continues throughout the entire calendar year. The local general observance committee, including both school people and leading lay citizens, will discover many important problems during their discussions of observance details, and continued study of these problems will bring lasting improvements in the school program. Such a community-wide group, vitally interested in educational problems, might render invaluable service as an advisory committee, working with and for the central administrative officers, and lead to increased goodwill between the public and the schools.

10. Evaluate the success of this year's program with care and apply these findings in the planning of subsequent public relations work. The general effectiveness of the various activities can be determined by the audience response, while invaluable suggestions can be obtained from newspaper editors, radio station managers, organization officers, etc. As the big step, though, your local committee might canvass a group of say fifty representative citizens, and through use of a brief, carefully-phrased, mimeographed form, receive their reactions to various features of the observance. Then, with all these results at hand, the general committee can prepare a tentative outline of activities for use by the observance group the following year.

THOSE of us in the schools are convinced that Public Education is the greatest Common Defense the American people have built or can

ever build, and this Public Schools Week gives us the opportunity to re-assure the Great Citizenry of this fact. Our job is to prove, actively and forcefully, that we have rededicated all efforts to the teaching and to the perpetuation of the American Way of life. That is the challenge which Public Schools Week brings to each one of us . . . as teachers . . . this year.

The following bibliography is listed for your help in developing your local observance program. Every reference is a practical one, and from these sources you should obtain ample material to assist in your planning for this Week. In all probability, these references can be found in your local school library:

1. American Education Week materials, available from National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.
2. Consulting Groups materials, available from California Teachers Association, 155 Sansome Street, San Francisco.
3. Educational Policies Commission publications, available from the commission, 1201 Sixteenth Street, N. W., Washington, D. C.
4. Journal of the National Education Association, 1940-41 issues.
5. Vasche, J. B., "Public Schools Week," *Sierra Educational News*, March 1940, pp. 17-18.
6. Vasche, J. B., "Public Schools Week," *Sierra Educational News*, March 1940, pp. 20-21.
7. Waterman, Ivan R., "Public Schools Week," *California Schools*, March 1938, pp. 51-56.

School Librarians Meet

INTRODUCING books to boys and girls will be the theme of the second Book Brunch of School Library Association of California Northern Section; a general discussion of this subject from three viewpoints, the elementary child, the adolescent and the young adult. Anyone interested is urged to attend.

The Book Brunch takes place at 11 o'clock, **March 30**, Western Women's Club, 465 Post Street, San Francisco.

If possible, please send reservations by March 29 to the chairman, Bess Landfear, Bureau of Texts and Libraries, San Francisco Public Schools. If you are unable to make a reservation ahead of time come anyway.

* * *

Childhood Education

Synopsis of Southern Section Meetings, Announced by Publicity Chairman Margaret M. Roberts, Monrovia

March 1—Santa Monica. Meeting begins at 10:30 a.m.; luncheon at Deauville Beach Club, 12 noon, 85 cents; speaker, May Knight Sidell, supervisor of music, Santa Monica Schools; reservations, Virginia Beatty, Madison School, Santa Monica.

May 3—Santa Barbara chapter is hostess at luncheon meeting at Hotel Miramar, 12 noon, price 90 cents; reservations, Alice Gratrix, 1253 Dover Road, Santa Barbara.

June 7—Customary annual meeting at University of California at Los Angeles, the university's Homecoming day; speaker, Dr. Robert Gordon Sproul.

CLASSROOM TEACHERS REGIONAL CONFERENCE

THE first Regional Conference, sponsored by NEA Department of Classroom Teachers, will be held at Flagstaff, Arizona, **April 8 and 9**. This is to be a discussion-conference with classroom teachers as leaders. The main topic will be Democracy at Work and will be discussed under topics dealing with administration, classroom, organizations, educational planning, welfare, and democracy in National Education Association.

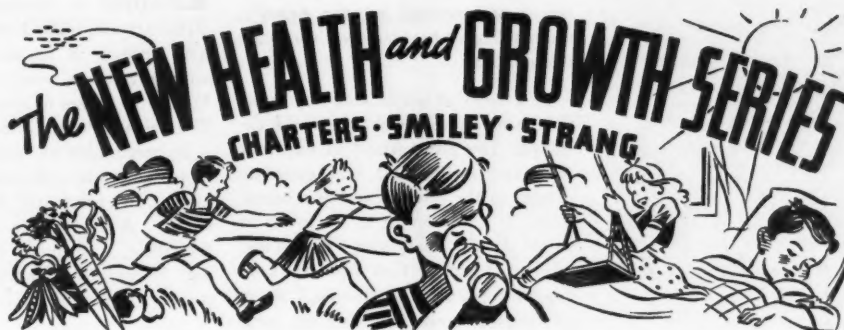
Although this conference is sponsored by NEA Classroom Teachers Department, a cordial invitation is extended to all school people and friends of education. It is hoped that great numbers of the classroom leaders will attend. Presidents of organizations affiliated with NEA are especially urged to attend, as are other educational leaders.

The conference gives opportunity for classroom teachers and other leaders of the Six Southwestern States to become acquainted, as well as to discuss topics in which all are interested. Teachers do not know enough about what is being done in other parts of the country. Here is an opportunity to get first-hand information. The change in the constitution made at Milwaukee last summer, will cause our organization to be much more effective if the teacher leaders are acquainted.

Here is that opportunity for which many teachers have waited. See Death Valley, Boulder Dam, and the Grand Canyon during your Easter vacation but plan to stop at Flagstaff all day April 8 and the morning of April 9 and discuss live topics at the first Regional Conference.

For further information write the Director for this Region, Wilbur W. Raisner, 419 Munich Street, San Francisco.

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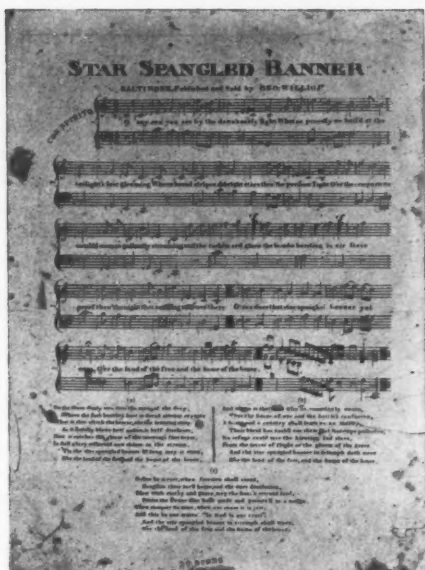
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Star Spangled Banner

EVERYONE who witnessed the inspiring patriotic pageant, Cavalcade of a Nation, at the recent Golden Gate International Exposition will ever remember the stirring episode depicting Francis Scott Key composing The Star Spangled Banner.

We here reproduce, through courtesy of Henry E. Huntington Library and Art Gallery at San Marino, a very rare early specimen of the sheet music of this song, issued about 1825 by George Willig, Jr., of Baltimore.

The Library also has a copy of the Providence, Rhode Island, Patriot (newspaper), issue of December 10, 1814, which reprints the anthem and gives a brief account of the circumstances surrounding its composition. The full text is printed on the front page of the Patriot. Strangely enough, Key's name is not mentioned. The account reads:

"A gentleman had left Baltimore, in a flag of truce, for the purpose of getting released from the British fleet a friend of his, who had been captured at Marlborough." Key's mission was successful, but he was not permitted to return "lest the intended attack on Baltimore should be disclosed." He was "compelled to witness the bombardment of Fort M'Henry, which the Admiral had boasted that he would carry in a few hours, and that the city must fall."

Key watched the American Flag at the Fort through the whole day (September 13) "with anxiety that can be better felt than described," until the night prevented

him from seeing it. "In the night he watched the Bomb Shells, and at early dawn (September 14, 1814) his eye was again greeted by the proudly-waving flag of his country," concludes the account.

In a fever of excitement Key wrote the poem on the back of an old envelope. The poem found its way to a newspaper office and was promptly printed in the columns and as a broadsheet. It was soon set to the music of an old Revolutionary song "Adams and Liberty" taken in turn from an English air "Anacreon in Heaven." Some time passed, however, before the song became known as The Star Spangled Banner. It was not until 1931 that it was legally recognized as our National Anthem. — *In part from Calendar of the Exhibitions, Huntington Library and Art Gallery.*

Home Nursing Courses in High Schools is the title of the initial issue of a valuable new series of bulletins published by U. S. Office of Education and relating to Education and National Defense. This handsome 18-page, illustrated brochure gives much practical information concerning the nursing course in the secondary schools, a modern educational activity of ever-increasing importance.

Business Law

INTRODUCTION to Business Law, by Bogert, Goodman and Moore, first appeared in 1934 and rapidly came into nationwide use.

Now the publishers, Ginn and Company, have issued a praiseworthy new edition bringing all of the materials completely up to date. This simple, non-technical presentation makes the fundamentals of business law readily understandable by high school students. Preliminary questions and illustrative examples from daily life create genuine interest.

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In preparation: Directed Studies and Tests in Business Law, new edition; Tests in Business Law (banded separately); and a Teachers' Key and Manual, including citations of cases which support the answers given.

Leaders in Education

LEADERS in Education, a biographical dictionary nationally known for many years, now appears in its second edition. The volume contains over 1,000 pages and is 7¼ by 10 inches in size. Price \$7; address The Science Press, Lancaster, Penna.

In preparation for the past several years, it is the most ambitious directory of its kind ever presented to the educational world. A masterpiece of biographical information, it includes over 17,000 up-to-date biographies of educators including, of course, great numbers of Californians.

Educational Research Bureau (a cooperative service for the exchange of educational information) is maintained in collaboration with Pan-American Foundation, 1321 M Street, N.W., Washington, D. C.; Henry Gray is director and A. Curtis Wilgus, general advisor.

The service includes (1) Pan-American Information Bureau, a clearing-house for exchange, promotion, and free publication of inter-American educational matter and (2) Free Publication Service comprising texts, maps, charts and visual teaching aids published free for schools, colleges or other educational groups.

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ORGANIZE FOR DEFENSE

*H. W. Heyl, Director of Adult and Continuation Education, Alhambra,
Los Angeles County*

MUCH has been written about Education and National Defense in the public schools of America, but perhaps directors of adult programs are overlooking a rather important phase of the opportunity offered in this direction.

The imperatives of National Defense are military, economic, and moral. Beyond laying the physical and mental groundwork for effective military service, there is little else that the schools can do in this direction. A number of school districts are doing their part in aiding the economic defense by providing vocational and technical training. Few schools, however, have publicized any specific program to aid in the moral defense of our country.

We have ample evidence to show, in every instance where European democracies were invaded by totalitarian powers, that military invasion was always preceded by a *moral* invasion in the nature of breaking-down of national unity and of fundamental foundations of democracy.

Subversive Activities

Attempts are being made in the United States in this same direction, as evidenced by various subversive activities which already have been exposed. The extent of these subversive activities is unknown.

To counteract such activities there is an excellent opportunity for adult programs to assume leadership in organizing defense against this type of activity. The extent to which such organization should be developed will depend of course upon the size and nature of the community.

The Pasadena City Schools has probably the most highly developed plan of this type in California. Under the title of Community Organization for Public Education for National Defense, the Board of Education in

Pasadena has authorized the appointment of committees of lay citizens and teachers. These committees were asked to deal with such problems as may arise from time to time during the period that the American people must be concerned with National Defense, public welfare, and other problems arising from the crisis created by war and world-wide unrest.

Other California communities have plans under way for a similar type of organization. The Pasadena plan is being copied in principle if not in detail. An outstanding feature is that the operation is in the hands of lay citizens and not the school authorities. Each of the committees has at least one school representative as a member to assist in an advisory capacity.

There are unlimited possibilities for

such organization. The adult education departments should assume leadership in formulating and putting such plans into operation. It would be well for adult education leaders who have no organization of this type in their own community to investigate and act. Certainly is an obvious opportunity for the public schools to perform a civic and patriotic service in a very specific manner.

* * *

Huntington Galleries

THE Huntington Art Collections is the title of a beautiful, 96-page, paper-bound handbook lavishly illustrated and comprising the first complete listing of the works of art in the galleries and gardens at San Marino. Prepared by Maurice Block, Curator of Art Collections, it has 94 pictures and two floor plans; price 50 cents.

This important new handbook is of great use to visitors and to art teachers and students.

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CLASSROOM TEACHERS

CTA CLASSROOM DEPARTMENT, CENTRAL COAST SECTION

Margaret M. Williams, Teacher, Branciforte Junior High School, Santa Cruz; President

CENTRAL Coast Section Department of Classroom Teachers held its annual meeting in Santa Cruz, November 18, with President Donald G. Wright presiding. He urged that teachers read carefully Sierra Educational News. He also presented mimeographed copies of answers to questions often asked by teachers about the Department of Classroom Teachers.

The afternoon program consisted of community singing; a string quartette and soloist. Following this Charles E. Teach, member of the NEA Advisory Committee on Teachers Credit Unions, reported on credit unions. Dr. Willis A. Sutton, Superintendent of Schools of Atlanta, Georgia, addressed the members on the Great American Imperatives.

The following officers were elected to serve during the coming term:

President—Margaret M. Williams, teacher, Branciforte Junior High School, Santa Cruz.

Vice-President—Mrs. Zoerada Jenkins, teacher, Hollister.

Secretary—Ray Robinson, teacher, Mission Hill Junior High School, Santa Cruz.

The Executive Board for the coming year is as follows:

Monterey County—Aileen Harris, principal, Union School; Cecil A. Thompson, teacher, King City.

San Benito County—Paul Dias, superintendent, San Juan Union School; Mrs. Clara Langford, teacher, Willow Grove School.

Santa Cruz County—James A. Burt, teacher, Santa Cruz Senior High School, Santa Cruz; Mrs. Mildred L. Thompson, teacher, Bald Mountain.

San Luis Obispo County—Leland D. Stier, teacher, Cayucos School; Bruce Hawk, Principal, Paso Robles Grammar School.

The task of the classroom teacher is particularly important now due to the gravity of the current crisis in our national life. Because many forces working within our country would exploit race and national prejudice, education is entrusted with the development of a better understanding of democracy and a devoted loyalty to it.

Our educational system is supported by the people of the United States, and our most important task is to perpetuate our great Republic. Democracy did not automatically develop, and it will not automatically continue. As our forefathers fought to develop a Republic, so the youth of our nation must be prepared to carry it on.

Exposure to Propaganda

There is no doubt of the traditional faith of the American people in education. The founders of our Republic were almost unanimous in their belief in the public schools as a means of enlightening the public.

Then this faith assumed that simple literacy would solve the problem of self-government. But it has become increasingly apparent that the ability to read has exposed us more to the power of propaganda. Education and wise guidance should free our people for intelligent thinking and a critical search for truth.

Training for social living should be the core of the curriculum. The great ideal inherent in American history should control the emotions and the intelligence of our children . . . that each person has the right to have his happiness and well-being considered equally with all others in the forming of social policy. Every minority has the right to be protected in a democratic at-

Margaret M. Williams, President



tempt to become a majority. By living democracy in the school the pupil will learn that democracy is tolerance as a way of life.

We as teachers must realize that the best teaching is helping the student to learn for himself. We can only help prepare the ground for the child's adjustment from within. The teacher must have a pride and belief in democracy as a way of life and in education as a means of strengthening and preserving our Republic. Finally the teacher must realize the paramount importance of his work; for upon the child whom he helps to shape depends the future of our Republic.

Only through the participation and interest of all the classroom teachers can our problems be solved. The officers of the Department of Classroom Teachers are fully cognizant of the honor of being elected to serve you, and we count upon your cooperation during the coming term.

* * *

Conservation Week

General Program—Suggested Subjects for Activities

March 7—Friday—California Conservation, Bird and Arbor Day—Luther Burbank's Birthday.

8—Saturday—Wise Use of Forests, Prevent Fires Everywhere—Forestry program; safety practices on farms, in forests and in towns. Field trips with forest rangers, fire wardens, soil and water conservation specialists.

9—Sunday—Conservation and Citizenship—The Golden Rule applied to the resources in our custody. Outings to demonstration and recreation areas with agriculturists, naturalists and recreation leaders.

10—Monday—Protect and Enjoy Nature's Playgrounds, Wildflowers and Trees.

11—Tuesday—Save Soil and Water—Inter-relation of Essential Conservation Projects—Working with sunshine, land and water, men produce all materials for food and clothing except fish, game and synthetic fibres.

12—Wednesday—Natural Resources, Employment and the Community—Mines, oil wells, water supply, farms, fields, forests and recreation areas provide work in production, manufacture, transportation, selling.

13—Thursday—Conserve Wildlife—Birds, Fish, Animals and Shorelife—Law and management based on scientific research.

14—Friday—Community Cleanup and Beautification, Roadside Improvement.

MODOC COUNTY WORKSHOP

Stuart Waite, Principal, Cedarville Elementary School, Modoc County

DURING the first two weeks of June, 1940, 60 elementary and secondary teachers participated in a workshop session held in Alturas, county seat of Modoc County. This, one of the two first county workshops ever held in California, was arranged and directed by Hallie M. Tierney, county superintendent of schools, and Francis L. Drag, general supervisor of Modoc county, now assistant chief, State Division of Elementary Education.

This workshop was the culmination of a year of cooperative study on problems of local interest in which all the teachers of the county participated. The teachers felt the need for further concentrated study. The staff members were specialists in their various fields.

Three types of meetings were held. One series, general in nature, ran throughout the two weeks and dealt with such large problems as: How should the elementary and secondary schools be articulated, What is the relation of conservation of the natural resources to the area of education, How can we evaluate a modern program of education. Those meetings, held in the morning, were attended by all the teachers.

Science and Nature Study

A second major study dealt with the science and nature-study possibilities of Modoc County. Much interest was manifested, as the teachers were able to have many first-hand experiences through field trips and laboratory experiences. Materials were collected and compiled for classroom use.

A third important area was the writing of social studies source units by groups of teachers. These same units are serving as splendid reservoirs from which teaching units are being built this school year.

Workshop staff members included: Lillian Lamoreaux, director of curriculum, Santa Barbara; J. Paul Leonard, associate professor of education, Stanford University; Vesta Holt, head, department of biology, Chico State College; Carlton Jenkins, social science investigation, Stanford; Frank Lindsay, assistant chief, State Division of Secondary Education; R. M. Bond, biologist, U. S. Soil Conservation Service; C. E. Studley, vice-president, Chico State College; J. J. Lillard, director educational relations,

U. S. Soil Conservation Service; Russell Beeson, supervisor, Modoc National Forest.

This workshop proved so successful that plans are being made for another in June, 1941. Evidence of the success is being shown by the enthusiasm of Modoc County teachers in their classroom work. Also, the workshop was directly responsible for a group of teachers attending a teachers development workshop at Stanford University. Many teachers also attended other summer schools.

THE workshop has helped the teachers to move forward at a rapid rate in their whole curriculum development program. Under the efficient and capable leadership of Mrs. Tierney and Leonard Grindstaff, general supervisor, and with the active participation of the teachers, a modern curriculum is being developed which meets the mental, physical, and social needs of the children of Modoc County. This whole curriculum revision program has been given impetus by the Modoc County Workshop.

Harvard Awards

HARVARD College offers this year at least 21 National Scholarships, with maximum stipends of \$1,000 each, to entering freshmen from schools in 17 states in the Middlewest, South, and Far West, President James B. Conant has announced.


The National Scholarships are prizes to be competed for by all students, whatever their financial circumstances. Stipends are adjusted individually, from a prize of \$100 to a maximum of \$1,000 for those whose families cannot pay anything for their college education. Students having honor records in their freshman year will have their scholarships continued for their three upper-class years. Awards are made on the basis of school records, scholarship examinations, and character references.

Applications must be filed at Harvard by **March 15** and the winners will be announced in June.

States in the scholarship area and the scholarships awarded in the 7 years the plan has been in effect, totalling 161, are: California, 10; Illinois, 26; Indiana, 14; Iowa, 5; Kansas, 2; Kentucky, 5; Louisiana, 2; Michigan, 6; Minnesota, 16; Missouri, 10; Nebraska, 4; New Mexico, 6; Ohio, 34; Oregon, 6; Tennessee, 3; Washington, 4; and Wisconsin, 8.

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UNDER THE SUN AND IF
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CENTRAL COAST NEWS

Alfred H. Bird, Teacher, Watsonville Joint Union High School

SANTA Cruz City School children in the kindergarten and primary grades receive cod-liver oil each morning through the generosity of the Kiwanis Club in furnishing the oil and the parent-teacher groups in providing accompanying slices of orange.

The 140 children who share in this program have been selected from low-income families. In choosing them the aim has been to include children who are subsisting on a low vitamin diet. It is hoped that making up for this deficiency in part will build resistance against colds and help the children to develop a good set of second teeth.

This project is supplementary to the Santa Cruz program of free lunches. Every child's parent must sign a request for the oil, which, it is explained, is given as food, not as a medicine.

The procedure for giving the oil varies somewhat from school to school. Each morning at 10 o'clock the children form a line and receive a dessert-spoonful of cod-liver oil, a slice of orange and a quarter of paper napkin. Care is taken to make the oil as palatable as possible. It is kept in the refrigerator, and after use the outside of the bottle is carefully washed so that no drip may remain to decompose in air and taint the fresh oil as it is poured out.

A standard cod-liver oil, unfortified, is used. One of the school physicians explains that the oil is better for this purpose than a vitamin tablet, because the oil itself has a food value which these children need.

Parents, teachers and nurses agree that the project has had a very definite health value. Mothers report that the children have better appetites at home. Teachers report that the children have more energy and ambition in school. During the recent epidemic of respiratory infections it was noticeable that the number of colds was definitely less among the children receiving the cod-liver oil than among other pupils of the same age.

Soquel School, largest rural school in Santa Cruz County, boasts an auditorium with a seating capacity of over 400 which is equipped for moving-pictures; a cafeteria up to date in cooking facilities; and a well-equipped nurses annex. The school also has a miniature museum, consisting primarily of a large bird collection, which is valued at approximately \$1,000.

Doris Thornley, Santa Cruz County child welfare and attendance supervisor, recently tested the pupils of Soquel Grammar school for hearing difficulties. The test was given by grades. Re-tests were given twice to

those who had not responded so well to the first test, in order that the final scoring would be as accurate as possible.

In Santa Cruz county the pupils of small rural schools are tested with the county audiotometer every second year, and those of the larger rural schools, every third year.

Mina Lee, Santa Cruz County coordinator of curriculum and general supervisor, is scheduled to meet with the teachers of the intermediate and upper grades at Soquel this week. She will lead the discussion on the reading program and remedial devices. Miss Lee has prepared an excellent bibliography which she will present during the conference.

Mrs. Maude Gerrior Byer, Santa Cruz County vocal music supervisor, is leading the preparation for the Santa Cruz County vocal presentation at the Western Music Conference, to be held April 7 in San Jose. Other counties to be represented at the conference are: Monterey, Santa Clara, San Benito, and Solano counties.

W. W. Morey, Santa Cruz County supervisor of instrumental music, announces that 52 of the members of his county band will participate in the conference.

A 120-piece band, composed of members from four counties: Santa Cruz, Santa Clara and Solano, will accompany a 1,000-voice choir in the singing of a group of American patriotic songs.

Santa Cruz county will also be represented by a 300-piece harmonica band, the members of which are composed of players from grades 3-8. This group will play a 6-minute medley of American folk and popular music.

* * *

Shakespeare for Today

WORLD Book Company has issued *Shakespeare for Today*, presenting in a single distinctive volume five plays, — *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Macbeth*, and *Julius Caesar*; editors are Leroy Phillips of North Dakota, and Mary Crawford of Nebraska; 465 pages; price \$1.52.

This is not just an edited Shakespeare, it is a very careful and successful effort to speed the tempo of the plays by a rigidly limited and judicious cutting, to reduce such distractions as variant readings, linguistic technicalities, archaic contractions, etc., in order to give students the essential Shakespeare.

The plays are in a practical form for dramatization — for stage production or

part reading in class. The editors offer ample stage directions and business; there are brief sidelights on the characters, such as are found in modern plays. Included in the text are airs for the songs and lively illustrations, which reveal details of character and costume, catch the spirit of the presentation and have a strong appeal for students.

* * *

Education Abstracts

THE experiments and growing achievements of education are recorded in a literature which increases in volume each year. The individual educator cannot examine all of it, even in the fields of his special interest.

Education Abstracts is published by Phi Delta Kappa, professional education fraternity, to bring outstanding education books, pamphlets, and periodical articles to the attention of busy administrators, classroom teachers, and professors and students in university departments of education.

It is published monthly except August. Each issue contains more than 130 brief summaries or criticisms of important publications dealing with education, classified under some 38 headings, which are prepared by a cooperating staff of 125 experts in the various subject fields.

Subscriptions, priced at \$4.00, may be sent to Phi Delta Kappa, 2034 Ridge Road, Homewood, Illinois. Five back volumes, 1936-1940, are also available. Paul M. Cook is editor and business manager.

* * *

College Biology

COLLEGE Biology is the title of a splendid modern syllabus of over 400 pages, with many plates and illustrations, by Professor Harrington Wells of Santa Barbara State College.

Professor Wells is known throughout the West and nationally as director of Santa Barbara School of Natural Science, and also as the author of *The Teaching of Nature Study* and *The Biological Sciences*, and *Seashore Life*.

His new syllabus has so many modern and praiseworthy features that it is sure to come into wide use throughout the Pacific Coast and the nation. Professor Wells merits hearty congratulations upon this well organized manual.

It is issued by Burgess Publishing Company, 426 South Sixth Street, Minneapolis; price \$3.75.

SCHEDULE YOUR COURSE

SCHEDULE INCENTIVES IN ADULT TRAINING

Robert Morrell Kehoe, Instructor, Evening School of Commerce, San Francisco

IT must be admitted that, to paraphrase Abraham Lincoln, the entire, unabridged curricula of the average evening-school course for adults is not adapted to the needs and desires of every student therein.

In many instances, if, at the time an enrollee enters a course, the particular topic under consideration does not fit his needs or suit his temperament, the student drops the course, regardless and in ignorance of the fact that material later to be considered may be exactly that in which he is interested.

However, if a dated schedule of assignments is provided each enrollee, individual selection of certain portions of a course becomes possible for students with prior preparation or adequate background. Permission for such arrangements shall, of course, be confined to the instructor in order to avoid abuse of the privilege extended, and to restrict its use to properly-qualified students.

A Real Help

An adequate schedule for evening-school courses is also of aid to the otherwise conscientious student who finds it impossible to attend all class sessions because of family or business obligations. A student in this category finds it possible to carry on with the class, even after extended absence, for by reference to the schedule the essentials of the course can be reviewed with the ultimate purpose thereof being re-entrance to the group.

A schedule also may serve as a medium of attraction for friends of enrollees to enter the course, for an examination of the content as contained therein may convey a more adequate picture of the material to be covered than is otherwise available. Especially is this true of evening courses, in many of which the content is not adequately described by the formal name given to the subject, for, as

a whole, adult-school courses are not standardized as is the conventional academic curricula.

In addition to the merits of a schedule previously set forth, it must also be stressed that the provision thereof

to the average student acts as a tremendous incentive by making the measurement of goals attained and aims to be achieved a matter of concrete record.

* * *

California Conservation Council and cooperating agencies urge you to take an active part in the 6th California Conservation Week, March 7-14.

The Wholesome Fun of CHEWING GUM

Comes Naturally to Everyone—There is
a reason, a time and a place
for this healthful American custom—

Children and young people generally as well as adults find great satisfaction in chewing gum . . .

Probably this is because chewing is such a natural pleasure.

Just as exercise is necessary to keep your arms and legs active, so chewing exercise plays an important rôle, too. For one thing, it's good for your teeth in that it helps keep them clean and bright. For another thing, it helps relieve tension. Again, it aids concentration.

Successful, popular people like to chew gum, but of course recognize there is "a time and place" for chewing gum, just as there is for everything else they do.

Teachers and leaders now point out this fact, explaining that good

taste and good judgment combined with the desire not to offend others are the sound bases to guide you in your enjoyment of Chewing Gum as well as in anything else.

Wherever there are people, whether in rural areas, small towns or big cities, delicious Chewing Gum every day adds its quota of pleasure. It's one of the real American ways of getting a lot of fun at little cost.

Try it yourself around the house, when reading, studying, driving or doing any number of other things.

AN AID TO GOOD TEETH: Chewing gum daily helps keep your teeth clean and attractive. And it provides healthful chewing exercise, too. It's a wholesome pleasure for everyone.

National Association of Chewing Gum Manufacturers, Staten Island, New York

A SONG OF AMERICA

FOR VERSE CHOIR AND ASSEMBLY USE

Henry Glass, Needham School, Lodi, San Joaquin County

AMERICA, America,
Come tell us who you are,
America, America,
From where your shining star?

Polish, German, Finnish, Scotch
Swedish, Danish, Russian,
Jewish, Catholic, Protestant.

We are one our moving millions
Drawn from other lands,
Claiming a new won birth,
Flowing from Liberty's hands.

America, America,
Come tell us who you are,
America, America,
From where your shining star?

Rugged mountains, flowing plains,
Pinacled peaks, rolling prairies,
Scalded deserts, fruited valleys.

Rich in treasure, blessed by fortune,
Varying throughout the clime,
Boasting of its fruitfulness,
The glory of its time.

America, America,
Come tell us who you are,
America, America,
From where your shining star?

Muscled dockmen, owly miners,
Plodding laborers, burly truckmen,
Weathered seamen, gritty farmers.

Men of brawn whose sinews flex,
Gatherers from the soil,
Giving so that we may have,
They bend in earthly toil.

America, America,
Come tell us who you are,
America, America,
From where your shining star?

Blazing foundries, humming dynamos,
Gushing oil wells, burrowed mines,
Blossoming orchards.

Machines resound with steady chant,
Paced by tenders day and night,
Stacks of goods in legioned rows,
Geese-like in their endless flight.


America, America,
Come tell us who you are,
America, America,
From where your shining star?

Squatty cabins, celled tenements,
Spired 'scrapers,
Compact cottages, proud estates,
Veined bridges.
They rise across the broad expanse
Each claiming a place to be their own
Costumed to each local scene
Emitting sounds of changing tone.

America, America,
Who know who you are,
America, America,
We see your shining star.
Burning with the zeal of freedom,
Like molten steel in unity,
White hot it shapes into the mold
To spell the cast of liberty,
A beacon to the waiting world,
A source of hope in wide despair,
Warming in the chilling hours,
To its own a fervent prayer.

* * *

First Line of Defense is a 4-page illustrated brochure issued by U. S. Office of Education and urging public forums. Commissioner J. W. Studebaker states: "The public forum, the study-circle, and the discussion group are vehicles for the development of intelligent convictions."



**You Put Her to Bed
When She Has a **COLD****

**But What Do
You Do About Yours?**

DON'T "BELITTLE" THE TROUBLE A COLD CAN CAUSE . . .

Treat your cold as serious. Don't try to "wear it out". Don't be ashamed to "give-in". Many serious disorders start with cold "Symptoms". So—watch it. It's just good common sense to take care of yourself and it's WISE to take ALKA-SELTZER to help you weather the distress.

*** A FREE SAMPLE SUPPLY
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for the asking.
Just write to Dept. STM-25.
MILES LABORATORIES, INC.,
Elkhart, Indiana.**

See and take
Fountain, and
by the Glass—
AT ALL
DRUG STORES



—Here Is What You Should Do:



1 Start at once to take care of yourself. Take ALKA-SELTZER to relieve the distress.

2 Watch your diet—avoid crowded, overheated rooms. Get plenty of rest and dress comfortably. Don't try to stay on your feet if you have a fever.

3 Gargle with ALKA-SELTZER to ease the "sting" of a raspy, sore throat caused by the cold. Remember, too—ALKA-SELTZER can give you fast, effective relief in many other common ailments. Take it also for . . .

**HEADACHES, MUSCULAR ACHES and PAINS,
MUSCULAR FATIGUE and ACID INDIGESTION**

Alka-Seltzer

THE EFFERVESCENT ANALGESIC, ALKALIZING REMEDY

PUPPETS FOR FUN

A Fifth Grade Project, Isabelle McLean, Teacher, Gladys Kimbell, Principal, Washington School, Corona, Riverside County

MEXICANS of all ages are gathered at the stage in the auditorium of our school building, fingering puppets—Cinderella in cinder clothes and Cinderella in ball gown; ugly Stepsisters in vain finery; Fairy Godmother, wand in hand; Prince Charming, in velvet evening suit; and the Pumpkin Coach drawn by snow-white horses.

All observers, large and small, are wishing that the puppets were theirs, to take off their hooks to play with.

The boys and girls of a 5th grade class made the puppets as a handcraft and art project. Everyone in the group had a part in the construction of puppets, stage, and stage properties.

There was much to make besides making the puppets. The back-drop was needed for the stage. The coach, the rat, and the mice had to be carved from wood. A pumpkin must be constructed and the lost slipper must be carved. The stage had to be built and the stage-lights made from tin cans.

There must be a frame on which to hang the puppets. The sewing of such properties as dresses and curtains was the girls' job, while the heavy wood-work was left to the boys.

The teacher's object in using puppets is six-fold: 1. art and handcraft; 2. arithmetic; 3. oral and written English; 4. literature; 5. drama; and 6. social.

The art and handcraft period took care of the making of the puppets, drawing pictures of clothes and scenery, molding of paper mache heads, sawing body parts, making clothes and working out light and color schemes. Measuring the dolls and planning the stage in proportion entered into the arithmetic lesson. Talking over plans, reading directions, and writing the play was taken care of in the English class. Literature was given a very intensive study before work started on the play, as a suitable story must be

chosen. Drama entered into the field as it would in legitimate stage work.

Perhaps the greatest good gained aside from the spoken English is the social attitude developed. Each child learned to work by himself and with others, particularly if he worked around the stage, as the room is almost nil. Also, enthusiasm was gained from the giving of pleasure and happiness to others.

The actual presentation is a very small portion of the whole project. When the time came for actual production, the number taking part had dwindled to 13 boys and girls. These were only the most interested ones.

The jobs involved in production are varied. At first there were readers of the script and puppeteers (manipulators of the dolls), but as time went on, the jobs doubled up until some were doing both, reading and manipulating.

Our puppets were made in the spring; and the Puppeteers put on the show Cinderella seven times in two days, to accommodate a student body of over 600. When the fall came, the parent-teacher association of another school in town had heard of our puppet show and asked us to put it on for their group. So the enthusiasm had to be revived and the production worked up again. After the P-TA group (consisting mostly of mothers) had seen the play, they wanted their children to see it, too. So the very next day the puppeteers traveled through the rain again to give the play for the other school.

TO ADD to the pleasure already given and received, the Puppeteers and their dolls plan to visit Casa Colina, a convalescent home for children from the Orthopedic Hospital, not very far from our school.

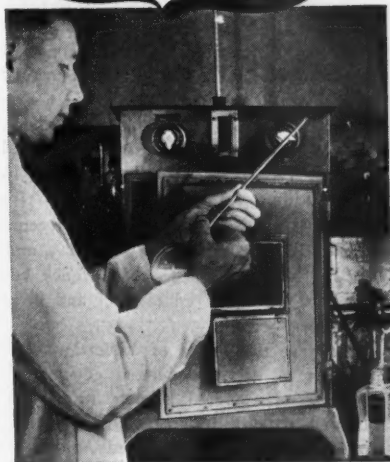
* * *

Conservation Text

INASMUCH as March 7-14 is Conservation Week throughout California, we appropriately call attention to a noteworthy conservation text, *Conservation and Citizenship*, by Renner and Hartley, published by D. C. Heath and Company (see also this magazine, October, 1940, page 37).

This is the first balanced approach to physical and social conservation, prepared for high school use. It is the sort of book that should be abundantly used throughout California schools. George T. Babcock is Pacific Coast manager for Heath, with offices at 182 Second Street, San Francisco.

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HOT IS
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**Hinds Oven can "turn on
the heat" up to 350°**

**to prove the climate-sure qualities of
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Every ingredient that goes into the making of Hinds Honey and Almond Cream is likewise tested and analyzed for purity and helpful skin-smoothing action.

Use Hinds on dry, chapped hands, face, and body, wherever skin needs smoothing. Extra-creamy, extra-softening—even one application of Hinds helps dry, rough hands feel softer...look prettier! \$1, 50¢, 25¢, 10¢ sizes.

Send for a sample of Hinds Honey and Almond Cream—FREE! Write Lehn & Fink Products Corp., Bloomfield, N. J.

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In Memoriam

GEORGE D. HENCK, age 54, director of vocational education, Pasadena City Schools, one of the community's beloved educators, recently passed away.

Born in Los Angeles, he attended Throop Institute, now Caltech, graduating in 1906. He studied at University of California, Berkeley, and received his B.S. at Teachers College, Columbia University, 1921. He was at Occidental College and University of Southern California in 1922, University of California at Los Angeles and USC in 1928, receiving his M.A. degree from the latter.

He was a teacher in Manual Arts High School in El Paso, 1908-11, and a manual arts teacher in Alameda, 1911-12. In Pasadena he taught at Washington School, 1912-13; Muir Tech, 1913-18; industrial arts supervisor, 1918-21, and again in 1922-27; director of industrial arts, 1927-28.

During summers he had been instructor at Santa Barbara State College, UCLA, and San Diego State College. Mr. Henck belonged to numerous educational and civic bodies.

Last year the Board of Education sent him East to survey industrial educational programs. He visited schools in several states where such programs are in effect. During the summer, he attended Ohio State University.

The family asked that friends, instead of sending flowers, contribute the equivalent of their cost to the Pasadena Junior College student-body fund for a special use, to be designated in memory of this beloved schoolman.

Glenn P. Hollingsworth, age 46, dean of boys, Monrovia-Arcadia-Duarte High School, Los Angeles County. He has been a resident of Monrovia and a member of

Glen P. Hollingsworth



the high school faculty there since 1923. Teacher of chemistry, he had also coached football and basketball and had been dean of boys for several years.

Born in Iowa, 1895, he graduated from Pasadena High School and in 1917, Whittier College. He earned his masters degree in education, 1938, at USC. A veteran of the first World War, he had active service in France.

Mrs. Fannie Parker Osborn of Elk Grove, Calif., passed away on December 24, 1940, eighty years old at the time of her death. Of this time, she had taught 58 years and was a member of the Sacramento County Board of Education for 45 consecutive years. She had taught in Sacramento County schools and a good many years in Sacramento City, where she was employed until she was retired about two years ago.

The Sacramento County Board of Education caused to be spread upon their minutes the following resolution:

"Be it hereby resolved by the County Board of Education of Sacramento County that this sincere expression of our regret at the passing of Mrs. Fannie P. Osborn be spread upon the minutes of the Board.

"As a member of the Sacramento County Board of Education for the past 45 years, Mrs. Osborn has rendered invaluable service to the educational advancement of this county. The Board feels deeply the passing of this sincere and lovable fellow worker, and her service as a teacher to the youth of Sacramento County will always be a lasting and loving memory and tribute to the teaching profession."—R. E. Golway, Superintendent of Schools, Sacramento County.

* * *

Classroom Radio

Radio and the Classroom, published by NEA Department of Elementary School Principals, a substantial bulletin of 100 pages, price 75 cents, was prepared by the radio committee of New York City.

Erle A. Kenney, director of the City School of the Air and City College of the Air, Alameda, is a member of the committee.

* * *

Lee M. Merriman, news editor of Pasadena Star-News and Pasadena Post, is author of *Between Deadlines*, a realistic story of journalism published by Benj. H. Sanborn & Co.

This stimulatingly-written and arrestingly-illustrated text of 350 pages is for journalism students in high schools and colleges. Pasadena may be proud that one of her newsmen has made an important contribution to educational literature.

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READING PROGRAM

easy to administer, economical, and proved highly effective.



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Never before has a reading program offered so many desirable features, so easy to teach, at such low cost, as this comprehensive Laidlaw Series. It is a program that succeeds wherever used because pupils and teachers enjoy it. It provides interesting content of high literary quality; a speech improvement program; distinguished authorship; appealing illustrations; a teaching plan that appeals to teachers; a complete reading readiness program; scientifically controlled vocabulary; limited but fully adequate teaching equipment . . . each a noteworthy achievement in itself . . . all skilfully combined into a complete sound, sensible reading program easy to administer, economical to use, and unsurpassed for effectiveness!

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Books Four
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Providing a Scientific Program of Reading Skills for Grades 4, 5 and 6

These new books continue the high standards set in the Primary Series. Content is arranged around centers of interest, such as: Sports, History, Beauty, Humor, Knowledge, Travel. From the standpoint of vocabulary difficulty these new readers are the most carefully-graded readers yet published. They provide a definite program of intermediate-grade reading skills which all pupils should master in the 4th, 5th and 6th grades.

Write for Information and Prices

LIDLAW BROTHERS

770 Mission Street San Francisco

GUIDANCE PROGRAM

AN ACCOUNT OF A GUIDANCE PROGRAM CONDUCTED AT ATASCADERO
UNION HIGH SCHOOL, SAN LUIS OBISPO COUNTY

La Moille V. Pugh, Dean of Girls

MARY BLAIR WALLACE, founder and director of a center of human relations in Southern California for the past ten years, recently conducted a rather complete cycle of guidance in Atascadero.

Rich in the experiences she has had with young people, Mrs. Wallace welds them into a glorious productive whole when she is given the opportunity to meet and talk not only with youth itself, but also with parental, school and community counsellors of that youth.

Atascadero Union High School Board of Trustees were farsighted and cooperative when they followed the recommendation of Principal Roy D. Gilstrap and brought this youth counsellor to begin her work in Atascadero with such an inclusive project.

Mrs. Wallace met for one school day with the high school boys, the male members of the faculty, and a few men of community leadership. The following day she talked with high school girls, women faculty members, a few 8th-graders, the president of the parent-teacher association, and a few women leaders in the community.

Her psychology is such that there develops a distinctive attention which bespeaks a singular personality and the gift of presentation. For an entire day boys and girls will listen without a sign of restlessness—alert, thoughtful, and courteous. Several recesses are granted—each at the close of some specific cycle of the speaker's approach. The "build-up" is so carefully arranged that group tension seems entirely lacking.

The young people recognize intuitively Mrs. Wallace's fine sincerity of purpose, her friendliness and understanding of their problems and their joys. They seem to glimpse her desire to help normal people with normal situations and have a feeling that all she says applies or might apply to each individual in her audience. They appreciate knowing something of her own personal life, of her daughter their own age, of her husband, and of their full, happy, normal life together.

At the close of her presentation, Mrs. Wallace affords time for written questions from the group. Here is where she comes close to individual problems and curiosities—deep yearnings for knowledge. Here is where she meets the most personal subjects with a delicate, beautiful handling from which there seems never a recoil. No ques-

U. S. GOVERNMENT JOBS FOR TEACHERS

Start \$1,260 to \$2,100 a Year

Teachers have a big advantage because of their training and education. Big pay, short hours and pleasant work. Write immediately to Franklin Institute, Dept. R229, Rochester, N.Y., for free list of positions for teachers and full particulars telling you how to qualify for them.

SUMMER SESSION

June 23 to August 2

Write for Summer Bulletin

California School of Fine
Arts

800 CHESTNUT STREET SAN FRANCISCO

Tour of Death Valley, Mojave Desert and Boulder Dam

April 5-12, Inclusive

Eight days, 1600 miles through nature's wonderland.

Cost, \$32.50, covers all necessary expenses, which include transportation, meals, admission to swimming pools, elevator at Boulder Dam, boatride on Mead Lake, baby gauge train ride through borax mines, and Scotty's Castle.

Write for descriptive folders and application blanks to:

Death Valley Expedition
COLLEGE OF THE PACIFIC
Stockton - - - - - California



Where EAST Meets WEST in Paradise

IMPORTANT
BOOK PASSAGE NOW
SPACE AT A PREMIUM

ESTIMATED COST:
As little as \$300...
including round trip
steamer fare, board,
room and tuition.

In the study halls of this fully accredited American university you will be an intimate part of a truly cosmopolitan group. Teachers and students gather here from the world's four corners to enjoy courses in both Polynesian and Oriental cultures... cultures that still live in this "crossroads of the Pacific." Join hands this summer with your neighbors from everywhere... for stimulating study in the playground of the South Seas.

MAIL THIS COUPON TODAY

Director of Summer Session, Dept. B,
University of Hawaii, Honolulu, Hawaii, U.S.A.
Please forward complete information about courses and instructors
for your 1941 Summer Session.

Name (print) _____
Address _____

SUMMER SCHOOL

New Courses, new ideas in the Arts and
Crafts, for Teachers
June 30—August 8, 1941
Write for Summer Catalog



ATTEND 1941 SUMMER SESSIONS IN OREGON

Combine study and recreation in Oregon. Excellent instruction. Moderate living costs. Splendid scenic attractions.

OREGON STATE COLLEGE Corvallis, June 23

Home Economics, Industrial Arts, Vocational Education, Science, Secretarial Science, and other fields. Undergraduate and graduate work. Five-week Second Session.

UNIVERSITY OF OREGON Eugene, June 16

Art, English, Languages, Social Sciences, Education, Physical Education, Business Administration, and other fields. Undergraduate and graduate work. Four-week Post Session.

PORTLAND SUMMER SESSION Portland, June 16

Representing College, University and colleges of education. Undergraduate and graduate courses. Metropolitan environment.

INSTITUTE OF MARINE BIOLOGY

Coos Bay, June 16

Undergraduate and graduate courses specializing in marine botany and zoology.

Oregon College of Education, Monmouth; Southern Oregon College of Education, Ashland; Eastern Oregon College of Education, La Grande.

June 9

Art, Music, Education, English, Physical Education, Science and Social Science, centering on elementary-school field.

READY NOW — Preliminary Announcement Listing Courses in All Sessions.

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tion goes unanswered. From questions of personality and group adjustments, the whole span of home living and boy and girl relationships is covered. Much of the carefully-developed skill and academic training necessary to carry on her work successfully is apparent. Her keen and skillful analysis indicates the quickness of mental adjustment necessary in meeting varied situations which she is called upon to face and resolve.

Questions result in Mrs. Wallace's discussing the fine qualities of high standards, the importance of adequate sleep and nourishment during the adolescent years of growing up, boy and girl proprieties and the results of laxness, the reproductive cycle and its meaning for boys and girls, and the need for development of good judgment and for adherence to parental guidance during this period.

Tolerance and Sympathy

One question brought forth an outline of the reasons for reticence on the part of parents concerning the sex problems of youth — the background of many with consideration of sex as an unclean thing and therefore its discussion a "taboo" among decent people. Mrs. Wallace makes a plea for tolerance and understanding on the part of young people, for the treatment of sex as private but not secret, and for the need to think straight on parental and home adjustments, on money and jobs, and on love and sex and marriage. Only one who has mastered the essential material in the whole cycle of human relations can get from a sophisticated boy the terse but meaningful reaction of, "She knows her stuff!"

During an evening meeting with the parents and adults of the community, Mrs. Wallace interpreted youth and its problems to them. She explained that the greatest need, not only of youth but of adults as well, is in the field of their emotions — disappointments, failures, disillusionments. She resolved into simple statements the essence of her materials, giving illustrations of the two types of mind — simple (single-track) and complex, with emphasis upon their comparable intelligences; of the extrovert and the introvert and the interplay of these types within one family; of the need within the family for external interests and activities and real understanding of each other's rights and problems. "Progress, not perfection, is the aim in human relations."

Rounding out her program with a final talk to the faculty of the schools in the community, Mrs. Wallace stressed the need for counselling and understanding. Her plea there was every teacher with a counselling viewpoint, each teacher meeting each

question without evasion in a direct and honest manner, and that the adjustment of the child be the main thing, and not the person who helps. "A counselor must be flexible, must grow up with each problem, must listen, weigh, and reserve judgment."

MRS. WALLACE is speaking constantly on the subject of life's values to high school and college men's and women's groups, to teachers and parents, before institute, club, church, and business groups. For several years she was on the summer faculty of Claremont Colleges, participating in counselling and guidance seminars for teachers and administrators. For two years she has counselled with students and faculty of Punahou, leading secondary school in Honolulu. A year ago she appeared as the guest speaker at the international convention of Altrusa Club in Portland, Oregon. Last summer she was a main speaker for the national convention for the hard-of-hearing, in Los Angeles. During the last year she has been carrying on an educational project in several states, and in California she has been conducting a class in guidance under the county superintendent of Orange County, the first of its kind to be held in the state. Arizona has claimed her for many appearances, since her first teaching in the West about 18 years ago in Tempe State Teachers College.

Mrs. Wallace could not enter any school or community without leaving behind her decisions along the pathway of life for those who had listened to her — youth, parents, teachers. Her versatility is that of a leader who can deal with educators, with youth, and with parents the same day and win the respect of them all. Her most cherished title is "a friend of youth."

* * *

M. Alex Rogers

M. ALEX ROGERS, director of adult and continuation education, San Bernardino City Schools, was recently honored in a special illustrated biographic sketch in the San Bernardino Sun.

Born on an Oklahoma ranch, his elementary and high school training was in a country school, then he attended the old Cherokee Seminary, now a teachers college. He received bachelor of science degree from State Teachers College at Las Vegas, New Mexico, and bachelor of arts and master of arts degrees at Stanford University. He was district superintendent at Banning for 7 years before going in 1934 to San Bernardino. He is a member of numerous educational organizations including CTA and PDK.

Junior Colleges

CALIFORNIA continues to lead the nation in number and size of its junior colleges, and in rapidity of junior college growth, according to the directory for 1941 issued by American Association of Junior Colleges.

California is first in the nation in number of junior colleges, having 64, with enrollment of 86,357. California's increase in enrollment for the year is 12,688, greater than for any other state.

Total enrollment in junior colleges of the country is 236,162, which is a doubling in the last 6 years and a redoubling in the last 12. Junior college enrollment in 1929 was 54,438; in 1935 it had jumped to 107,807.

Increase in national junior college enrollment for the last year has been 20.5%, a jump of 39,452 from the 196,710 students reported a year ago. This is almost equal to the all-time high of 41,122 reported in 1940.

The number of junior colleges in the country is now 610, an increase of 35 for the year, and an increase of 205 in the last 12 years.

There are now 18 junior colleges in the country with enrollments of 2,000 or more. Of these, 12 are in California, being San Bernardino Valley Junior College, 8,689; Los Angeles City College, 7,205; Sacramento, 6,897; Pasadena, 4,837 (8,131 including its 11th and 12th grades); Chaffey (Ontario), 4,316; Fullerton, 3,967; Long Beach, 3,948; San Francisco, 3,455; San Mateo, 3,091; Modesto Evening Junior College, 3,009; San Diego Vocational Junior College, 2,848; Salinas Evening Junior College, 2,822.

Modern Trend Geometry, by Strader and Rhoads, teachers in a Jersey City high school, a handsomely-illustrated text of 460 pages issued by John C. Winston Company, provides a sound and sane course in plane geometry as a system of reasoning. It emphasizes a consistent and significant use of inductive reasoning.

The School Curriculum and Economic Improvement is a progress report of the first year of an experiment in applied economics, by Seay and Clark, issued as a bulletin of Bureau of School Service, College of Education, University of Kentucky, Lexington.



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Registration Dates: July 2, 3 and 5

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COMING

February 27-March 1—American Association of Junior Colleges; 21st annual meeting. Stevens Hotel, Chicago.

March 1—California Association for Childhood Education, Southern Section; luncheon. Del Mar Beach Club, Santa Monica.

March 1—School Library Association of California, Northern Section; open council meeting. Piedmont High School.

March 7-14—California Conservation Week; 7th annual observance.

March 8—National Section on Womens Athletics; Softball and Golf Conference. Stanford University.

March 8—Central California Junior College Association; meeting. Taft.

March 14, 15—National Teacher Examinations; at examination centers throughout the United States.

March 14, 15—Pacific Southwest Regional Guidance Conference; auspices Northern California Guidance Association. Claremont Hotel, Berkeley.

March 15—California Elementary School Principals Association; regional meeting. Long Beach.

March 21—California Association for Childhood Education. Santa Clara.

March 19-22—California Association of Public School Business Officials; annual convention. Hotel Del Monte.

March 30—School Library Association of California, Northern Section; book brunch and Council meeting, 11 a. m.; Women's City Club, San Francisco.

April 3-5—California Tuberculosis As-

sociation; annual meeting. Hotel Del Monte.

April 4-6—California Association of Women Deans and Vice-Principals; biennial convention. Hotel Coronado.

April 6—Army Day.

April 6-9—California-Western Music Educators Conference. Sainte Clair Hotel, San Jose.

April 6-9—California Elementary School Principals Association; annual meeting. San Francisco.

April 7-8—Federated Business Education Association of California; annual conference. Hotel Leamington, Oakland.

April 7-9—Pacific Arts Association; annual convention. Portland, Oregon.

April 7-9—Association of California Secondary School Principals; annual convention. Oakland.

April 7-9—California Junior College Federation; annual meeting. Oakland.

April 7-9—Conference on Consumer Education. Stephens College, Institute for Consumer Education, Columbia, Mo.

April 9-10—Palo Alto Childrens Theatre; national conference on children and the theatre. Palo Alto.

April 11—CTA State Board of Directors, and State Committees; pre-Council meetings. Palace Hotel, San Francisco.

April 12—CTA State Council of Education; annual meeting. Palace Hotel, San Francisco.

April 13—Easter Sunday.

April 18-19—California Educational Research Association Northern Section; 20th annual meeting. Berkeley.

April 18-19—Central California School Music Conference; 3rd annual fiesta. Selma.

April 19—California Association for Childhood Education. Berkeley.

April 26—California State Association of English Teachers; luncheon, 12 noon. Western Women's Club, San Francisco.

April 28-May 3—California Public School Week; 22nd annual observance.

April 30-May 3—American Association for Health, Physical Education and Recreation; annual convention. Atlantic City.

EDUCATIONAL LEGISLATION

DIGEST OF BILLS; 1941 CALIFORNIA LEGISLATURE

Roy W. Cloud, State Executive Secretary

PRESENTED herewith is a digest of the bills, constitutional amendments, and resolutions, pertaining to education, which have been introduced in the Fifty-Fourth Session of the California Legislature prior to the recess of January 25, 1941.

A great number of proposals pertaining to schools were introduced in the two Houses. Additional bills may be introduced after the Legislature reconvenes on March 3, as each member of the Legislature is permitted to present two additional bills during the second session.

The brief statement in this digest concerning each bill is not intended to give the entire content, but to indicate in a general way the nature of the proposal. Some bills are very lengthy and complex and cover several closely-printed pages.

After studying a bill, one of three procedures is taken by the Senate or Assembly committee.

1. If the action is favorable the recommendation is "Do Pass."
2. If the committee desires to have the entire House study the proposal, but does not wish to recommend it, the bill is sent to the House with the notation "presented without recommendation."
3. If the committee opposes the bill, the action is either "Refused Recommendation" or "Tabled."

Bills which originate in the Senate, after being passed by that body, must go through like procedure in the Assembly. The same is true of Assembly bills which have been passed in the Assembly.

Senate Bills

S. B. 106 Swing. Provides for disposition of moneys received by the State on account of mining of potash on school lands.

S. B. 107 Swing. Validates the organization, boundaries, governing officers or boards, acts, proceedings, and bonds of school districts, to take effect immediately. Signed by Governor.

S. B. 117 Gordon, Jespersen, Crittenden. Relates to the costs for education of high school pupils not residing in a high school or unified school district.

S. B. 118 Metzger. Prohibits the issuance of on sale liquor licenses within 400 feet of a school house.

S. B. 119 Mixter. To amend the tenure law by increasing the 850 a.d.a. provision to 4,000 a.d.a. It provides for term contract under 4,000 a.d.a.

S. B. 123 Brown. Provides for traveling expenses of school trustees who have traveled ten miles or more to attend meetings.

S. B. 132 Biggar. To Committee on Judiciary. Provides among other things,

that anyone who teaches or advises subversive activities shall be removed from his employment or position held under the State.

S. B. 136 Swan. Makes hazing unlawful in any school, college or university that is supported in whole or part by public taxation, or is tax-exempted.

S. B. 138 Slater. Makes an appropriation for the revision of the School Code.

S. B. 150 Slater. Relates to organization and maintenance of companies of high school cadets.

S. B. 171 Crittenden. Relates to annexation of elementary school districts on petition of a high school board.

S. B. 175 Keating. Raises from \$500 to \$1,000 the cost of repairs, etc., which school boards can make by day labor.

S. B. 215 Deuel. Changes code procedure relative to the unionization of contiguous elementary school districts.

S. B. 221 Collier and Powers. Amends School Code Section 4.770 and allows the

first and second teacher units for each 25 or fraction of 25 pupils in a.d.a. in any school district instead of 35 as at present.

S. B. 225 Swan. Adds a new section to the School Code to be numbered 2.1402. It empowers the State Board of Education, after having given notice to the members of a district governing board that they have violated Sections of the School Code or regulation of the Board, to remove said trustees from office should the violation continue for a period of at least six months. The method of replacing trustees is specified.

S. B. 231 Slater. Amends School Code section 3.516, relating to employees of the State Board of Education.

S. B. 232 Slater. Amends School Code section 4.102a, making an appropriation for vocational rehabilitation.

S. B. 233 Slater. Amends School Code sections 3.68 and 3.624. Makes one hour, instead of 4 hours attendance of physically-handicapped pupils given home instruction, count as one day of attendance.

S. B. 266 Keating. Interdistrict attendance proposal amending School Code section 2.21. Provides that before a pupil may attend a district other than the district of residence he shall have first petitioned to and secured the consent of the governing board of the district in which he resides and thereafter secure consent of the governing board of the second district.

S. B. 268 Swan. Provides that the minimum salary of each non-certificated employee of a school district shall be \$100 monthly.

S. B. 269 Swan. Provides that in school districts with an a.d.a. of more than 75,000 a course in the high school in the Portuguese language shall be given. In all other districts having an attendance of less than 75,000, such a course shall be given if a petition signed by 250 qualified electors of the district shall be filed with the governing board.

S. B. 270 Swan. Adds a section to the Political Code to provide that in promotions, classifications and ratings of professors and instructors of the University of California, teaching ability shall receive equal credit to that given for research ability. In no case shall the publication of articles constitute credit for research ability.

S. B. 314 Keating. Adds section 6.231 to the School Code to provide that at the end of a term a high school pupil may pur-

chase the textbooks which he has used at the actual value of such textbooks at the time of sale.

S. B. 317 McCormack. Amendment to California Nautical School Act, to provide that San Pablo and Suisun Bays shall be part of San Francisco Bay so far as the act is concerned.

S. B. 330 Swan. Adds a new section to the Civil Code and provides that the earnings of a wife are liable for the support of her father and mother.

S. B. 331 Biggar. This is an amendment to the Labor Code. The present law provides that any minor between the ages of 15 and 18 years is permitted to work in any theater or place of amusement up to 12 o'clock at night, if the written consent of the Labor Commissioner is received. This bill would change the law to read "every minor" so employed, and would eliminate the ages "15 to 18."

S. B. 332 Biggar. Amends the Labor Code relating to employment of a minor 12 years and over to include radio broadcasting or television studios in the places where such minor may be employed.

S. B. 333 Biggar. Adds a new section to the Labor Code to provide that any person who employs a minor without the written consent of the Labor Commissioner is guilty of a misdemeanor.

S. B. 336 Luckey. Provides a moratorium in the forfeiture of school lands.

S. B. 342 Luckey. Adds a new section to the School Code to permit the pupils of an adjoining state or an adjoining nation to attend California schools with the consent of the trustees and upon terms mutually agreeable.

S. B. 392 Crittenden, Swan, Kenney. Provides civil service for non-certificated employees in districts having 850 pupils or more in a.d.a.

S. B. 398 Biggar. May or may not apply to teachers. It provides that the appointing power, whenever it deems it in the public interest, may require an employee or a person certificated for employment to be examined by a physician and surgeon to secure a report as to his condition.

S. B. 401 McBride and 25 other Senators. An amendment to the Labor Code permitting the sale and distribution of newspapers and other publications by minors without work or vacation permits.

S. B. 416 Crittenden. Amendment to the State Employees Retirement Act. This may

be of interest to non-certificated employees of school districts.

S. B. 429 Mixter. Amends State Employees Retirement Act, and permits a State employee who has reached the age of 70 years to continue in State service.

S. B. 430 Tickle. Amends School Code sections 4.784, 4.785 and 4.887 relating to the apportionment of State funds for the support of emergency schools in the public school system.

S. B. 439 Kenny. Amends Unfair Practice Act by excluding from its provisions sales made to or by any county, city and county, city or political subdivision.

S. B. 440 Kenny. Similar to S. B. 439, except it amends Fair Trade Act.

S. B. 442 Swan. Permits junior colleges as well as other districts, to borrow from other funds before taxes have been levied and appropriations made to the credit of the junior college district.

S. B. 483 Fletcher. An appropriation of \$5,000 for State Department of Education to be expended for publications by California State Historical Association.

S. B. 485 Myhand. Provides that any elected county officer or his deputy who enters the service of the United States government shall have the right to return to such office upon completion of the service, if it is before the end of the term to which he has been elected or appointed.

S. B. 487 Judah. Provides for a continuous summer vacation of not less than 90 days for all public schools.

S. B. 507 Parkman. Provides that if any deficit occurs in any year in the Public School Teacher Retirement Fund, the State must underwrite the deficit.

S. B. 508 Parkman. This bill reduces the fee for a life diploma from \$5 to \$3.

S. B. 517 Swan. Provides for the appointment by the County Superintendent of Schools of assistant supervisors of attendance.

S. B. 518 Swan. Repeals School Code sections Chapter 5 of Part 1 of Division 2 and Chapter 3 of Part 2 of Division 2, relating to consolidated school districts.

S. B. 529 Parkman. Provides for a leave of absence in any of the county offices for deputies or appointed officers who may be inducted, drafted or enter land or naval forces of the United States under the Selective Training and Service Act of 1940.

S. B. 534 Phillips. Provides the inclusion within a school district of lands owned by the United States government.

S. B. 535 Phillips and Jespersen. An act to provide for the further development of vocational education in California by accepting certain federal grants.

S. B. 538 Hays. Relates to the ordering of State textbooks by the president or principal of any state institution in which instruction is given in the elementary branches.

S. B. 542 Collier. Adds a new section to School Code and empowers the governing board to provide for the moral instruction of pupils. It authorizes the Board to complete a survey of the religious affiliation of all pupils attending the public schools and to ascertain those pupils who desire and have the consent of their parents to attend a place of worship during one hour per week to receive moral instructions in accordance with the religious faith of such pupils. The attendance of such pupils shall be counted by the school as though such pupils were in actual attendance at the school.

S. B. 547 Keating. An appropriation for the construction and maintenance of the California Maritime Academy.

S. B. 555 Breed. Appropriation for construction, equipment and purchase of land for California School for the Blind.

S. B. 556 Breed. Appropriation for construction, improvement and equipment for California School for the Deaf.

S. B. 559 Breed. Relates to expenditures of moneys received by University of California under contract with another State agency.

S. B. 560 Breed. Provides that the University of California may take over the Langley Porter Clinic which shall take care of incipient and acute mental and nervous cases. All admission shall be on a voluntary basis.

S. B. 568 Hays. Provides as follows: "The governing board of any elementary or secondary school district shall allow pupils entitled to attend the school of the district, but in attendance at a school other than a public school, transportation upon the same terms and in the same manner and over the same routes of travel as is permitted pupils attending the district school."

S. B. 582 Hays. Appropriation for support of Fresno State College.

S. B. 583 Hays. Appropriation for construction and improvement and equipment at Fresno State College.

S. B. 584 DeLap. Provides for agreements between districts for joint exercise of common powers.

S. B. 587 Fletcher. Appropriation for construction and improvement and equipment for San Diego State College.

S. B. 588 Fletcher. Appropriation for support of San Diego State College.

S. B. 592 Deuel. Appropriation for construction, improvement and equipment at Chico State College.

S. B. 593 Deuel. Appropriation for support of Chico State College.

S. B. 595 Foley. Appropriation for construction, improvement and equipment for San Jose State College.

S. B. 596 Foley. Appropriation for support of San Jose State College.

S. B. 597 Ward. Appropriation for the support of Santa Barbara State College.

S. B. 598 Ward. Appropriation construction, improvement, and equipment for Santa Barbara State College.

S. B. 602 Foley. Brings non-certificated employees of state colleges within state civil service.

S. B. 603 Foley. Relating to the dismissal of employees of state colleges not in state civil service.

S. B. 604 Quinn. Appropriation for construction, improvement and equipment for Humboldt State College.

S. B. 605 Quinn. Appropriation for support of Humboldt State College.

S. B. 623 Shelley. Appropriation for construction, equipment and improvement at San Francisco State College.

S. B. 624 Shelley. Appropriation for support of San Francisco State College.

S. B. 646 Swan. Prohibits the substitution of any course for courses in physical education.

S. B. 647 Swan. Fixes minimum time of pupil-participation in courses in physical culture.

S. B. 663 Crittenden. Covers rules and regulation of any state board, commission or office. Provides that there shall be no

presumption in the favor of any rule, regulation, or order in the essentials required by this section in the mere fact of the adoption of the rule, regulation or order.

S. B. 676 Keating. Appropriation for California Maritime Academy.

S. B. 727 Swan. Authorizes the Adjutant General to establish compulsory courses in military training in all junior colleges and state colleges in the state.

S. B. 742 Kuchel, Kenny and Keating. Provides for a Codification Board to codify rules and regulations of state agencies.

S. B. 756 Foley. Permits boards of school trustees to subscribe for membership in any state or local organization of governing boards of school trustees.

S. B. 757 Foley. Provides that school trustees may select a member or members of their board to attend meetings to which the board has subscribed for membership or to attend conventions and pay the expenses from school district funds.

S. B. 774 Swan. This bill seeks to amend code section 5.682 to provide that probationary employees in any school district may be dismissed for cause only, and removes the 60,000 a.d.a. requirement of the present law.

S. B. 779 Swan. Provides a method by which a school district upon request of a teacher, may order the county superintendent of schools to deduct from salary payments any amounts required for the payment of group life and disability insurance premiums.

S. B. 782 Deuel. Changes the term "Board of School trustees" to "governing boards of school districts," in School Code section 3.2.

S. B. 784 Deuel. Same as S. B. 782.

S. B. 785 Deuel. Same as S. B. 782.

S. B. 786 Deuel. Prescribes that where a course of instruction in the provisions and principles of the United States Constitution is required for graduation from any school, and a pupil who has completed such course transfers to another school with the same requirement, it shall not be necessary for such student or pupil to again take the course in the school to which he transfers.

S. B. 787 Deuel. Relates to lease of property of a State College to student and faculty organizations.

S. B. 788 Mixter. Provides that the County Board of Education may require

any one who files a teaching credential with the County Superintendent to teach school in the County, also to file with said County Superintendent a certificate from a competent medical authority showing that the person has submitted to a physical examination within three years last past and been found free from active tuberculosis.

S. B. 836 Swan. Amends School Code section 5.750 relating to sick leave by changing the 5 month period when the differential may be paid to 100 days of sick leave in any year, 5 days of which shall be without deduction of salary. The 5 days if not used may be cumulative for 5 years to a total of 25 days.

S. B. 843 Jespersen. Repeals school code section 2.1321 relating to the power and jurisdiction of the State Board of Education.

S. B. 847 Dillinger. Empowers the State Controller to make rules and regulations governing the deduction from monies or salaries of any employee of the State who requests such deduction for the purpose of paying dues to any employee organization approved by the Director of Finance.

S. B. 857 Shelley. Relates to credit unions.

S. B. 865 Jespersen. An act providing for sale or trade of property of the California Polytechnic School.

S. B. 866 Jespersen. Appropriation for purchase of land for California Polytechnic School.

S. B. 867 Jespersen. Appropriation for California Polytechnic School.

S. B. 868 Jespersen. Sets up a revolving fund of California Polytechnic School.

S. B. 869 Jespersen. Provides funds from horse racing for certain public educational institutions.

S. B. 870 Jespersen. Appropriation for the support of California Polytechnic School.

S. B. 871 Jespersen. Appropriation for minor construction and repairs at California Polytechnic School.

S. B. 872 Jespersen. Appropriation for construction and improvement of California Polytechnic School.

S. B. 873 Jespersen. An act relating to the board and lodging of pupils of high school districts and junior college districts.

S. B. 874 Jespersen. Relates to courses furnished by Federal grants administered through the State Department of Education.

S. B. 894 Swan. Provides for a course of Bible instruction in secondary schools.

S. B. 906 Cunningham. Provides for increased state apportionments to school districts having increases of 10% or more in average daily attendance. Same as A. B. 1952.

S. B. 908 McCormack. Amends the California Nautical School Act.

S. B. 915 Collier. Amends the tenure law affecting the tenure status of certificated employees in school districts which are formed by the uniting of two or more school districts with total average daily attendance of less than 2000.

S. B. 922 Luckey. Amends School Code section 6.476 to permit a county superintendent of schools to rebind elementary textbooks.

S. B. 934 Swan. An act to establish a Division of Youth Placement and Employment Research in the Department of Employment and to make an appropriation therefor.

S. B. 938 Swan. Relates to the tenure of members of the faculties of the State Colleges.

S. B. 939 Swan. Appropriation for the printing of free textbooks.

S. B. 941 Swan. Adds new section to the School Code prohibiting the employment of relatives, up to the 4th degree, of school district boards.

S. B. 971 Jespersen. An act relating to the education of persons in connection with programs of national defense.

S. B. 978 Swan. Adds a new section to the Political Code, making January 30 Good Health Day and a legal holiday.

S. B. 1018 Keating. Amends School Code sections 2.981 and 6.190 relating to the powers of governing boards of school districts in the leasing of property.

S. B. 1022 Quinn. Appropriation for construction and improvements at Humboldt State College.

S. B. 1031 Swan. Adds a new article to the School Code relating to visual education through motion pictures. Provides for levy of school district tax.

S. B. 1036 Foley. An act limiting the liability of supervisors, city trustees, boards of education and school trustees for injury to person or property.

S. B. 1037 Foley. An act to establish a Vocational Education, Rehabilitation and Training Board.

S. B. 1047 Phillips. Amends School Code section 5.546 relating to teachers reports.

S. B. 1048 Phillips. Amends School Code section 5.820 relating to the Teachers Retirement Board. Transfers the management of the present State Teachers Retirement Fund from the State Board of Education to a board constituted approximately the same as the present Retirement Board of the State Employees system.

S. B. 1069 Garrison. Appropriates portions of horse-racing funds to junior colleges and state colleges with agricultural departments.

S. B. 1090 Phillips, et al. Amends School Code section 5.21 and requiring fees collected by state colleges to be paid into the State General Fund.

S. B. 1093 Delap and others. An act to abolish the California Historical Association and transfer its functions to the University of California.

S. B. 1104 Tickle and 5 others. Repeals School Code sections 2.1460 to 2.1469 inclusive relating to the Division of School-house planning.

S. B. 1106 Tickle and 4 others. Repeals School Code section 2.1370 and 2.1401 inclusive, relating to the State Board of Education and transfers its powers to the Director of Education.

S. B. 1108 Quinn et al. An act to provide a unified and coordinated program of construction, repair and improvement of State Colleges, including buildings and purchase of land and equipment, and making an appropriation for the purposes of the act. Same as A. B. 2249.

S. B. 1114 Swan. Providing a 5-day week for all county employees.

S. B. 1132 Swan. Adds section to Labor Code relating to the sale or distribution of newspapers and other publications by minors.

S. B. 1145 Myhand. An act to repeal School Code section 2.1370 and to abolish the State Board of Education.

S. B. 1146 Foley. Adds a section to Political Code requiring 5-year residence

qualifications for officers and employees of the state and its political subdivisions.

S. B. 1162 DeLap. Credit Unions.

S. B. 1172 Swan. Amends School Code section 3.172 relating to admission of pupils to kindergarten and first grade.

S. B. 1173 Swan. Adds a new section to the School Code relating to pupils lunches.

S. B. 1175 Swan. An act providing for the equality of persons, firms, associations, corporations and other parties having relations with the State, the political subdivisions of the State or the officers and employees of the State and political subdivisions thereof.

S. B. 1176 Swan. Adds a new section to the School Code relating to the issuance of permits to minors engaged in street trades.

S. B. 1209 Hays and Phillips. Amends School Code section 4.375, relating to school district taxes. This bill seeks to eliminate over-all tax rates in the various classes of school districts.

S. B. 1215 McBride. Dispenses with work-permits for, among others, migratory children engaged in agricultural work with their parents.

S. B. 1218 Swan. Providing for the construction of a men's dormitory on the campus of University of California at Los Angeles.

S. B. 1226 Jespersen. Permits persons completing compulsory school classes in cosmetology to take the state cosmetology examinations.

S. B. 1243 Swan. Amends School Code section 2.1412 relating to salaries of deputies and other employees in State Department of Education and increases salary of deputy superintendent.

Senate Constitutional Amendments and Resolutions

S. C. A. 5 Swan. Proposed amendment to section 7 of Article 9 of the Constitution, relating to a continuing appropriation for the printing of free State textbooks.

S. C. A. 7 Tickle. Provides for a yearly session of the Legislature.

S. C. A. 12 Slater and Quinn. A proposal to amend section 2 of Article 9 of

the Constitution, relating to the salary and qualifications of the county superintendent of schools. This is the proposal of the County School Superintendents Association of California.

S. C. R. 12 Quinn, Hays, Deuel, Foley, Fletcher, Ward and Shelley. Relates to a coordinated State College building-program. Provides for allocation of funds appropriated for under S. B. 1108 and A. B. 2249.

S. J. R. 9 Swan. Memorializes Congress to enact legislation to establish in California, an army school comparable to West Point Military Academy and a Naval school comparable to Annapolis Naval Academy, one thereof to be located in northern California and one thereof to be located in southern California.

Assembly Bills

A. B. 11 Middough. Amends section 6.771 providing for the use of school buildings and provides the following: "The trustees or board of education may permit use of school property without charge where only membership dues or contributions for the support of such organization, club or association are accepted."

A. B. 15 Stream and M. J. Burns. Appropriates \$1,000,000 for establishment by Board of Regents of University of California of a College of Veterinary Medicine.

A. B. 84 Meehan and Cassidy. Adds article 5.785 to School Code reading: "It is unlawful for any board of school trustees or any city or county board of education to employ persons in positions not requiring certification qualifications for a work week longer than 44 hours."

A. B. 93 Stream. Adds to the compulsory requirements of the public school a thorough study of the Declaration of Independence and further provides that the State Board of Education shall provide an elementary textbook for the teaching of the Declaration of Independence and the Constitution of the United States.

A. B. 102 Dilworth, Salsman and Field. Adds new sections to Political Code providing that no employee of any district of the state can continue to hold a position if he has bound himself to support or maintain or further the military activities or policies of any foreign government. It further provides that any person who knowingly appoints such an employee is guilty of a felony.

A. B. 122 Daley, Stream and Houser. Provides for a Constitutional Convention to meet in October, 1942, in Sacramento.

A. B. 144 Doyle and Dilworth. Provides that all uncertificated employees of a school district shall be paid twice during each calendar month.

A. B. 155 Tenney. Provides that no person shall be appointed by any State Department or board who is a member of the Communist Party. It further provides that no part of any money appropriated from the State Treasury shall ever be expended to compensate any such person.

A. B. 178 Bennett. Adds new sections to School Code, to provide for formation of vocational high school districts.

A. B. 184 Burns, H. M. Provides for establishment, operation and maintenance of a school of embalming by University of California.

A. B. 195 Dills. Amends section 3.263 to provide that a board of school trustees shall not pay a high school district for educating elementary pupils who attend a junior high school a tuition charge less than the average net cost for educating pupils in the first six years of such elementary school.

A. B. 196 Dills. Provides in any school district, except one in a city of the first and one-half class, each member of the city board of education shall receive \$10 for each meeting of the board actually attended but not to exceed \$50 in any one calendar month. It further provides that any member of a union or joint-union high school board shall receive the same compensation. Further provision is made for similar payment to members of junior college boards of trustees.

A. B. 197 Kilpatrick and others. Provides an appropriation for a revolving fund to be expended under direction of State Department of Education for installation, equipping, stocking and operation of vending-stands in public buildings owned by the State or the counties, to be operated by licensed blind persons.

A. B. 200 Miss Miller. Provides that every person between the ages of 21 and 30 who desires to purchase liquor must carry an identification card issued by the State Board of Equalization for 50c. Every person who sells liquor to any one under 30 years of age who does not present a certificate of age or the "liquor purchaser's identification card" is guilty of a misdemeanor situated wholly or in part within any city, except a city of the first and one-half class.

A. B. 209 Middough. Provides for revocation or suspension of on-sale liquor license for any person who sells liquor to any person who is unable to produce adequate written evidence that he or she is over 21 years of age.

A. B. 218 Salsman. Provides that any one filing a claim against a school district for injury or damages, must detail certain facts.

A. B. 219 Salsman. Provides that any claim for damages filed against the school district or any other governmental body must specify the name, residence, date and hour and the place of accident for which damages are asked.

A. B. 224 Thurman. Provides for formation of junior college cadet corps.

A. B. 231 Cain. Provides for transportation to and from school of the children of officers and employees of the State prison at Folsom.

A. B. 235 Evans. Reads: "The sale and delivery of school bonds shall be a legal charge against the school district issuing said bonds."

A. B. 238 Crowley. An amendment to California Nautical School Act. Provides that San Francisco Bay shall include in its limits, for the purpose of the act, San Pablo and Suisun Bays.

A. B. 254 Kepple and 4 others. Establishes Public Works Programs for public agencies, including school districts.

A. B. 255 Dilworth. Provides for State support for kindergartens at the rate of \$30 per pupil in average daily attendance.

A. B. 263 Kilpatrick and others. Provides for the administration through the Bureau of Vocational Rehabilitation of the State Board of Education of employable physically-handicapped persons.

A. B. 264 Kilpatrick, et al. Makes appropriation for field work in connection with School for the Blind at Berkeley.

A. B. 280 Bashore. Makes appropriation for payment of any funded debt for monies borrowed from State School Fund in 1873, and upon which the State has since that time continued to pay interest.

A. B. 285 Doyle, Desmond, Dilworth. Relates to leave-of-absence of public employees for military service.

A. B. 310 Kilpatrick. Provides that in any election in which there are 5 or more

candidates for any office, the names of the candidates shall be in alphabetical order on the first half of the total ballots printed and that on the last half of the total printed ballots the names shall be in reverse order.

A. B. 313 Salsman. Provides that the governing board of any school district may admit to the schools any pupils whose actual residence is in another district. The balance of the law is the same as Section 2.21 of the present school code. This bill was introduced to clarify the law, because of a recent decision of the Attorney General.

A. B. 314 Stream and Mrs. Daley. Amends School Code section 6.471 and provides that only such books, apparatus, uniforms and equipment shall be purchased by the governing board of an elementary school district, other than city districts, as have been adopted by the county board of education having jurisdiction over such district.

A. B. 315 Stream and Mrs. Daley. Amends section 3.180 and provides that county boards of education, in addition to issuing diplomas of graduation to pupils from the elementary schools, may also issue diplomas to graduates of special day and evening classes maintained by a district of any type or class, excepting city school districts.

A. B. 326 Voight. Provides that every elector who does not register within 21 days after he becomes entitled to do so is guilty of a misdemeanor. It further provides that a registered elector who fails to vote at any election shall be guilty of a misdemeanor.

A. B. 338 Miller. Provides that the average daily attendance of all pupils, from districts paying tuition for students enrolled in the first 2 years of junior high school, shall be kept separate and shall be counted to the elementary school district in which the pupils reside.

A. B. 340 Sawallisch. Provides that in school districts having an a.d.a. of more than 850 the district superintendent shall be elected for four years.

A. B. 341 Sawallisch. Relates to traveling expenses of county superintendent of schools, and deputy county superintendent.

A. B. 359 Stream. Provides that on the 7th day after the election of school trustees, the governing board of the district shall meet at 1 o'clock p. m., to canvas the returns and to issue a certificate of election.

A. B. 360 Stream. Changes date of election of school trustees from 1st Friday of June to 3rd Friday of May and increases time for notification from 15 days to 30 days prior to the date of election in order that the county superintendent of schools may have sufficient time to prepare ballots and other materials to be distributed in the school districts.

A. B. 362 Bennett. Adds a new section to School Code to permit school trustees to grant the use for assemblies, entertainments, plays, athletic contests or other activities for educational and recreational purposes during regular school-hours for which a charge may be collected.

A. B. 370 Potter. Amends School Code section 6.731 and provides that the cost of equipping cafeterias includes the cost of purchasing, repairing and replacing equipment and shall be a charge against the funds of the school district.

A. B. 371 Potter. An amendment to the law relating to liability in damages in municipalities, counties, cities, and school districts.

A. B. 372 Potter. Relates to liability in damages in municipalities, counties, cities and school districts.

A. B. 375 Field and 51 other Assemblymen. Amendment to Labor Code permitting the sale and distribution of newspapers and other publications by minors without work or vacation permits.

A. B. 421 Gallagher. Brings public employees within the provisions of the Unemployment Insurance Act.

A. B. 422 Collins and Watson. Adds new sections to School Code. Provides that the governing board of a high school shall prescribe high school courses in first aid and in safety education.

A. B. 428 Burkhalter. Relates to the sale of alcoholic beverages to minors.

A. B. 435 Maloney. Amends Labor Code relating to the hours and places of work of minors.

A. B. 436 Maloney. Amends Labor Code relating to employment of minors in radio broadcasting and television studios.

A. B. 437 Maloney. Amends Labor Code relating to employment of minors and establishing a penalty.

A. B. 459 Andreas. Appropriates \$3500 annually from Fair and Exposition Fund to Chaffey Junior College for a junior fair.

A. B. 462 Allen and Green. Amends School Code and provides that all school busses shall be painted red, white and blue.

A. B. 500 Kellems and 68 others. An act appropriating money for the purchase of a California bell to be installed in Washington Memorial National Carillon at Valley Forge.

A. B. 519 Tenney. Requires employers including school districts to guarantee payment of workmen's compensation benefits to employee of independent construction.

A. B. 543 Hastain, Daley and Stream. Pertains to admission of children in California schools whose parents reside in a neighboring nation. (See also S. B. 342.)

A. B. 546 Donnelly. Adds a new section to the School Code, as follows: "No person qualified shall be denied the right to receive credentials from the State Board of Education on the ground he is totally or partially blind."

A. B. 566 Hastain. Provides a moratorium with respect to forfeitures of state school lands.

A. B. 570 Crowley et al. Appropriation to take care of unusual and extraordinary increases of pupils in districts where school facilities have become inadequate because of the location of camps or because of additional work for national defense.

A. B. 572 Burns. Amends School Code section 5.546 and relates to the keeping of attendance records.

A. B. 573 Burns. Amends School Code section 3.301 and relates to payments for transportation and textbooks for non-resident high school pupils, from unappropriated county school funds.

A. B. 574 Burns. Amends School Code section 2.175 and relates to lapsed school districts.

A. B. 578 Burns. Appropriation for the acquisition of land and construction of a gymnasium at Fresno State College.

A. B. 621 Desmond. An act to create and establish in the City of Sacramento a college of vocational and technical training to be known as California College of Vocational Arts (A. B. 827).

A. B. 664 Robertson and Waters. Adds a new article to School Code covering an audio and visual education program through county superintendents and school districts.

A. B. 672 Burns. Appropriation to University of California for establishment

at Fresno of a branch of the College of Agriculture.

A. B. 680 Dilworth. Relates to observance of a Bill of Rights Week in public schools.

A. B. 726 Doyle. Amends School Code section 4.310. Provides that the governing board of a school district in its discretion may require any employee who handles funds of the district to furnish a bond at district cost, to protect the district against loss.

A. B. 727 Doyle. Adds a new section to School Code and provides that any officer or employee of a school district shall be guilty of a misdemeanor if he operates or permits the operation of a school bus, when it is loaded with school children in excess of the limits of its capacity.

A. B. 777 Phillips and 11 others. To establish a Youth Correction Authority.

A. B. 801 Waters, Maloney and Paulson. Provides for pro-rata distribution of a person's assets among taxing agencies.

A. B. 818 Bashore. Amends School Code section 6.406 and relates to depositories for sale of school books.

A. B. 827 Cain. An act to create and establish in the City of Sacramento a college of vocational and technical training to be known as California College of Vocational Arts (A. B. 621).

A. B. 828 Cain and Desmond. An act creating California Art and History Commission and making appropriation therefor.

A. B. 842 Dills. Amends Election Code relating to absentee ballots for school district elections.

A. B. 843 Dills. Amends School Code section 1.70 relating to transportation of pupils and provides, wherever an expenditure of more than \$500 is involved for the transportation of children, that the bids for such transportation must be secured by publication for two weeks in a newspaper of general circulation.

A. B. 844 Dills. Amends School Code section 6.210 to permit a school district of any type or class to sell school supplies belonging to the district to another district and provides that "the governing board of any school district may purchase for the purpose of selling the same under the provisions of this section any personal property or school supplies.

A. B. 845 Dills. Adds a new section to the School Code and permits a school district to grant leave of absence from duty and grant compensation during such leave to any non-certificated employee of the district.

A. B. 847 Dilworth. Permits absence of a public employee on military or naval duty and allows payment of salary to same for not to exceed 30 days in any calendar year and for any one absence.

A. B. 883 Dills. Amends School Code section 5.654 relating to dismissal of permanent employees. (California Teachers Association Tenure bill). Fixes the compensation of referees at not to exceed \$10 a day. Further directs that the court "in its own discretion and on its own motion" may appoint referees to examine into the causes of dismissal.

A. B. 907 Cronin. Amends School Code section relating to California State Teachers Retirement system and regulates the requirements covering time served with the armed forces of the United States during an emergency.

A. B. 908 Cronin. Amends section 5.844 of California State Teachers Retirement System. Clarifies the section by adding the words "of the system."

A. B. 910 Poole. Increases minimum amount of public works contract for which a contractor's bond is required.

A. B. 929 Meehan. Adds new sections to School Code. Provides that the county superintendent of schools of every county in which there are 20 or more school districts and of every city school district employing 70 or more teachers, "must hold one annual institute of non-certificated employees who are responsible for the health and safety of the pupils." It further provides that superintendents of schools shall have power to unite institutes of non-certificated employees and to hold annual institutes of non-certificated employees in the same manner as teachers institutes.

A. B. 935 O'Day. Provides that all state officers and employees shall be paid twice a month.

A. B. 999 Houser, F. F., and 22 others. Provides no regulation of any state agency shall be effective until approved by the Attorney-General. Certain types of regulations are exempted.

A. B. 1020 Johnson et al. Requires merit system for non-certificated employees to be established in districts with a.d.a. of 850 or more.

A. B. 1030 Tenney et al. An act creating a Commission on Vocational Training, Retraining and Guidance, defining its powers and duties and making an appropriation therefor.

A. B. 1050 Turner. Adds a new section relating to construction and maintenance of dormitories for high school pupils and junior college pupils in high school districts.

A. B. 1051 Turner. Amends School Code section 2.680. In the election for the formation of a junior college district, the county superintendent of schools shall appoint three qualified electors in each elementary district to conduct the election therein.

A. B. 1052 Turner. Amends section 2.85. Relates to the holding of an election to determine whether a newly-formed elementary school district, or a district comprised within a newly-formed union elementary school district, shall become part of a high school district, as provided elsewhere in the code.

A. B. 1053 Turner. Adds a new section to School Code and provides: "No territory which is not contiguous to a school district may be annexed, merged, united or otherwise attached to, or made a part of, such district except in such cases as are specifically provided for in this code."

A. B. 1060 Salsman. Amends section 5.570. Amends the sick leave law and provides that the amount paid a substitute employee during any such month or months of leave shall be less than the salary due the employee absent from his duties. It also provides that such absence shall apply for accident as well as sickness.

A. B. 1062 Desmond. Repeals School Code sections 6.34, 6.36 which provide that the school district may do work by day labor.

A. B. 1064 Robertson. Adds a new section and provides a new teaching credential for substitute teachers.

A. B. 1066 Call. Amends School Code sections 5.652, 5.653. (CTA Tenure bill). Relates to the term "incompetency" as used in the code section on the causes for dismissal of a permanent employee. It permits the suspension of a permanent employee, charged with incompetency or with physical or mental disability.

A. B. 1067 Call. Amends School Code section 5.490 and repeals sections 5.491, 5.492. Eliminates the certification requirement for a lecturer employed by the principal of any school when not more than four lectures are given.

A. B. 1070 Burns et al. Adds a new section to Health and Safety Code. Provides that Department of Public Health shall have power to establish and administer a program of service for physically handicapped persons under the age of 21 years in cooperation with the Federal government, and to receive and expend all funds made available to the Department by the Federal Government.

A. B. 1078 Voight and 26 others. Appropriation of \$2,500,000 for purchase of land and construction of buildings for California State Nautical School.

A. B. 1093 Weybret. Appropriation for revolving fund of California Polytechnic School.

A. B. 1095 Weybret. Appropriation for purchase of land for California Polytechnic School.

A. B. 1096 Weybret. Appropriation for purchase of land for California Polytechnic School.

A. B. 1097 Weybret. Appropriation for minor construction at California Polytechnic School.

A. B. 1098 Weybret. Appropriation for construction and improvements at California Polytechnic School.

A. B. 1110 Meeham. Relates to leaves of absence of school district non-certificated employees performing military services.

A. B. 1136 Miller. Permits the governing board of school district to pay commissions for the sale or lease of property.

A. B. 1148 Leonard and Johnson. Provides a new section to School Code to read: "No absence of a pupil from school for the purpose of having dental service rendered shall be deemed absent in computing average daily attendance."

A. B. 1153 Phillips. Appropriation for construction and improvements for California School for the Blind.

A. B. 1154 Phillips. Appropriation for construction and improvements for California School for the Deaf.

A. B. 1160 Bashore and Dills. Amends School Code section 5.460. Permits the holder of an elementary certificate to act as librarian in an elementary school.

A. B. 1162 Green. An act to add section 5.534 to School Code, relating to the service in the armed forces of the United States of certificated employees of school districts. Protects the tenure and other

contractual rights of certificated employees of school districts who are in service in the armed forces of the United States.

A. B. 1163 Green. Amends School Code sections 3.122 and 3.172. Provides for the determination of the ages of children applying for admission to kindergarten and first grade of public schools, as of September 1. (See also S. B. 1172.)

A. B. 1164 Howser. Relates to the maintenance of activities by student organizations on property of a school district.

A. B. 1167 Evans. Adds a new section to School Code. Entitles any certificated employee to five days leave for illness or same for three years up to a total of 15 holder of an elementary certificate to act days on pay.

A. B. 1168 Turner. Permits the employment of a teacher from day to day in special day and evening classes. If such employment is continued beyond three months, such teacher shall be classed as probationary.

A. B. 1169 Turner. Amends School Code section 3.673 and provides that attendance of pupils upon vacation schools shall be counted as part of the average daily attendance of the regular schools of the district.

A. B. 1170 Turner. Adds a new section, and provides that the governing board of a district maintaining a junior college may purchase and resell to students enrolled in the junior college, textbooks and other instructional materials.

A. B. 1174 Bashore. Relates to the purchase of property for California Polytechnic School.

A. B. 1189 Dillworth. Amends the Community Recreation Law to eliminate provisions requiring certain school district employees to possess recreation certificates.

A. B. 1195 Hastain. Amends School Code section 4.375 to wipe out all of the provisions of the over-all tax for school districts. (Same as S. B. 1209.)

A. B. 1196 Hastain. Defines members of district boards as district employees for the purposes of Workmen's Compensation Laws.

A. B. 1203 Miller. Requires out-of-state students attending junior colleges to pay tuition.

A. B. 1204 Leonard and Thurman. Adds a new article to School Code relat-

ing to the establishment of courses in military science and tactics in the public secondary schools.

A. B. 1223 Maloney and Gallagher. Permits school districts to place employees under the Unemployment Insurance Act.

A. B. 1228 Call. Includes printing and related work as "public works" of state and political subdivisions.

A. B. 1231 Burns, M. J. Appropriation for construction and improvements at Humboldt State College.

A. B. 1232 Burns, M. J. Appropriation for the support of Humboldt State College.

A. B. 1234 Evans. Provides that any employee of the state or any of its subdivisions who enters the military, naval or marine service shall be granted a leave-of-absence and shall receive his regular compensation for the first 30 days during said service in any calendar year.

A. B. 1241 McCollister. Appropriation for construction and improvements for California Maritime Academy.

A. B. 1244 Phillips. Adds new sections to School Code. Permits a district with more than 300 pupils in a. d. a. to contract with the office of the county superintendent of schools for supervision of instruction.

A. B. 1248 Stream and Daley. Amends School Code section 1.70 to permit a school district "in its discretion to require any pupil or pupils, their parents or guardians, to reimburse the board for such portions of the cost of such transportation as said governing board may determine."

A. B. 1305 Tenney. Adds new section to School Code, relating to maintenance of special day and evening high school classes on Saturday.

A. B. 1310 Salsman. Appropriation for support of San Jose State College.

A. B. 1311 Stream, Lowrey and Knight. Amends section 1.340 and add new section to School Code, relating to employment of minor children.

A. B. 1312 Robertson. Appropriation for construction and purchase of land for Santa Barbara State College.

A. B. 1313 Robertson. Appropriation for support of Santa Barbara State College.

A. B. 1314 Dillworth. Relates to the application of School Code sections to unified school districts.

A. B. 1315 Doyle. Provides that the county board of supervisors shall care for excess cost to a school district in which a detention home is located.

A. B. 1316 Doyle. Requires county board of supervisors to furnish supplies and equipment for detention home schools.

A. B. 1321 Richie. Appropriation for support of San Diego State College.

A. B. 1322 Richie. Appropriation for construction and improvements at San Diego State College.

A. B. 1329 Millington. Appropriation for support of Chico State College.

A. B. 1330 Millington. Appropriation for construction and improvements at Chico State College.

A. B. 1340 Burns, H. M. Appropriation for construction and improvements at Fresno State College.

A. B. 1341 Burns, H. M. Appropriation for support of Fresno State College.

A. B. 1354 Bennett. Credit Unions.

A. B. 1370 O'Day et al. Appropriation for construction and improvement of San Francisco State College.

A. B. 1371 O'Day et al. Appropriation for support of San Francisco State College.

A. B. 1385 Desmond. Permits the owner of a tract of land lying partly within and partly without a school district to have the tract wholly included in or excluded from the district.

A. B. 1387 Desmond. Requires all work by the state, county, city or school district to be done by private contractors, and provides that actual emergency work may be done without calling for bids at a percentage commission not to exceed 10% of the total cost of said project.

A. B. 1399 Maloney. Permits governing board of district to pay premium on group life, accident and health insurance of employees.

A. B. 1409 Middough and Robertson. Provides that the school board may purchase and resell to pupils at cost, supplies which are not required to be furnished in connection with class work.

A. B. 1410 Middough. Amends School Code section 1.33. Permits a governing

board of a school district to withhold grades or recommendations earned by pupils until the district is reimbursed for loss or damage of property occasioned by such pupil.

A. B. 1464 Leonard. Increases appropriations from horse-racing funds for California Polytechnic School.

A. B. 1477 Poole. Amends School Code section 5.795 relating to the Personnel Commission for non-certificated employees. It provides "Pursuant to the said rules the commission shall classify positions, establish a compensation plan, conduct examinations, establish eligible lists, maintain personnel records, and perform such other personnel activities necessary to operate as a personnel agency for the classified service."

A. B. 1478 Poole. Adds a new section to School Code, relating to civil service of non-certificated employees and provides "Whenever a classified employee or employees are to be laid off, the order of lay-off within the class shall be determined by length of service. The employee who has been employed the shortest time in the class shall be laid off first."

A. B. 1505 Evans. Amends section 5.1123 of the local retirement act, and provides that the minimum benefits for teachers or employees who have retired on full service, which is not less than 15 years of service in the district, shall not be less than \$50 per month. Teachers or employees with less than 15 years of service in the district prior to normal retirement shall receive proportionate amounts.

A. B. 1506 Green and Allen. Appropriation for support of high school cadet companies.

A. B. 1508 Green and Lowrey. Adds new section to School Code, to protect the retirement rights of a teacher who is on leave from a California school in service in the armed forces of the United States because of the national emergency.

A. B. 1510 Houser and Leonard. Provides that State employees not in State civil service shall be required to take the oath required of other State employees.

A. B. 1516 Maloney and Green. Permits private school pupils to participate in the benefit and relief associations of public school pupils.

A. B. 1526 Carlson and Tenney. Adds new sections to School Code and provides: "No State-owned college, university, or other school shall charge any tuition, lab-

oratory or other fees of any child of any veteran of the United States military service who has a service-connected disability."

A. B. 1529 Daley and Stream. Appropriation of \$5,000 for State Historical Association.

A. B. 1615 Burns, M. J. Adds new section to School Code, relating to training schools maintained at state colleges.

A. B. 1619 Call. Amends School Code section 6.170. This and the following four bills by Mr. Call merely change the term "boards of school trustees" to "governing boards of school districts."

A. B. 1620 Call. Amends School Code section 4.700.

A. B. 1621 Call. Amends School Code section 3.491.

A. B. 1622 Call. Amends School Code section 5.410.

A. B. 1623 Call. Amends School Code section 6.1.

A. B. 1624 Del Mutolo. Appropriates funds for construction, etc. at San Jose State College.

A. B. 1638 Doyle. Relates to the establishment of school camps.

A. B. 1643 Evans. Relates to the dismissal of probationary employees of school districts by the unanimous vote of the governing board.

A. B. 1676 Phillips. Appropriation for support of California School for the Blind.

A. B. 1677 Phillips. Appropriation for support of California School for the Deaf.

A. B. 1679 Potter. Amends School Code section 5.722, relating to sabbatical leave.

A. B. 1686 Robertson. Relates to maintenance of cafeterias on campuses of State Colleges.

A. B. 1688 Robertson, Call, Green, Johnson, Lowrey, Houser, F. N., and Mrs. Daley. California Teachers Association proposal relative to the State Teachers Retirement System.

A. B. 1690 Sawallisch. Amends School Code sections 3.730-3.738 inclusive, and adds new sections relating to physical education and related activities in the public schools.

A. B. 1713 Cronin. Credit unions.

A. B. 1729 Lowrey. Amends section

2.446 and adds new section providing that when a district is annexed to a union elementary school district, boundaries of high school districts shall not be changed.

A. B. 1731 Cain. Requires bidder on public work to name subcontractor and amount bidder will pay subcontractor. Prohibits addition or substitution of subcontractors.

A. B. 1735 O'Day. Requires cooks employed by the state to be paid the prevailing rate of wages.

A. B. 1738 Richie. Makes it unlawful for any public agency to restrict the political activities of certain officers and employees.

A. B. 1756 Meehan and Kilpatrick. Amends School Code sections 5.792, 5.796, relating to the merit system of non-certificated employees.

A. B. 1781 Dilworth. Provides for defense of county officers and employees on actions for damages, under stated conditions.

A. B. 1787 Daley, Stream and Leonard. Adds new section to School Code and provides a merit system for non-certificated employees of school districts.

A. B. 1791 Turner. Amends School Code section 2.492. Prohibits the transfer of an elementary school from one high school district to another, if the former would be left with an assessed valuation of \$25,000 per unit of a.d.a.

A. B. 1792 Turner. Amends School Code sections 2.961, 2.962, 2.1080, relating to vacancies and the appointment of school trustees.

A. B. 1850 Gaffney, O'Day and Collins, George D. Provides for insurance of motor vehicle liability by the state.

A. B. 1860 Hawkins. Establishes a Vocational Education Rehabilitation and Training Board and makes an appropriation therefor.

A. B. 1862 Hawkins and Pelletier. Relates to permits for the employment of minors.

A. B. 1863 Maloney. Permits a school district to place its employees under the Unemployment Insurance Act.

A. B. 1877 Daley and Stream. Adds new section to the Code, relating to an alternative merit system for non-certificated employees.

A. B. 1883 Dills, Bennett and Green. Authorizes a school district to pay certain medical expenses for injuries received by pupils.

A. B. 1908 O'Day and 10 others. Provides for local relief projects for, among others, school districts.

A. B. 1931 Kellems and Robertson. Creates at Santa Barbara a branch of University of California and abolishes Santa Barbara State College and provides for transfer to the Regents of all properties belonging to Santa Barbara State College.

A. B. 1938 Bennett. Amends School Code section 1.111, relating to the appointment of physical inspectors and nurses in public schools.

A. B. 1939 Bennett. Relates to the attendance of pupils in California schools from adjoining states.

A. B. 1940 Bennett. Amends Section 3.490, relating to continuation education.

A. B. 1943 Dills. Repeals School Code section 2.2120 pertaining to the time of formation of a school district.

A. B. 1944 Dills. Amends sections A.422, 3.460, 3.480, 3.807 and repeals section 3.482 of the Code all relating to evening schools and special day and evening classes.

A. B. 1945 Dills. Requires that all contracts let by the state or political subdivisions shall provide that at least 30% of the men employed shall be 45 years of age or over.

A. B. 1952 Crowley and Weybret. Provides additional state support for school districts having increases in a.d.a. of 10% or more. (Same as S. B. 906.)

A. B. 1958 Dilworth. Appropriation for support of University of California.

A. B. 1959 Doyle. An act to provide for the granting of funds to school districts for the inspection, repair, reconstruction, replacement, alteration or erection of buildings, and making an appropriation therefor.

A. B. 1960 Doyle. Amends School Code section 4.970, which relates to school district bonds.

A. B. 1961 Gallagher. Amends School Code section 4.950, relating to the keeping of attendance in junior colleges.

A. B. 1962 Gallagher. Relates to student body funds and organizations.

A. B. 1963 Gallagher. Repeals Code section relating to high school pupils attending high school in adjoining States.

A. B. 1965 Garland. An act to provide for the further development of vocational education in California by accepting Federal funds.

A. B. 1966 Green and Lowrey. An act to protect the certification rights of teachers in military service.

A. B. 1967 Howser. Relates to school district funds.

A. B. 1970 Maloney. Relates to liability in damages of officers and employees of school districts.

A. B. 1972 McCollister. Appropriation for California Maritime Academy.

A. B. 1980 Poulson. Amends School Code section 6.771, relating to charges for the use of public schoolhouses, property and grounds.

A. B. 1994 Miller. Amends School Code section 3.222, relating to the designation of high schools.

A. B. 1995 Miller. Amends section 4.910, relating to high school courses.

A. B. 1996 Miller. Adds a new article to School Code and authorizes two or more contiguous junior college districts to unite to form a single junior college district.

A. B. 1997 Miller. Amends the School Code relating to school district libraries.

A. B. 2004 Miller. Relates to the education of mentally-handicapped children and is in substantially the same form as the existing law relating to the education of physically-handicapped children. (Identical to A. B. 2028.)

A. B. 2005 Daley and Kepple. Amends section 3.93, which relates to maintenance of public school classes on Saturday.

A. B. 2014 Desmond. Adds new sections to the Code relating to the advancement of musical education and appreciation of music.

A. B. 2028 Miller. Relates to the education of mentally-handicapped children and identical to A. B. 2004.

A. B. 2050 Green, Dickey, Johnson, Allen, Lowrey, Tenney, Wollenberg, Cooke, Call, Bashore, and Gunlock. Provides for celebration of induction into citizenship of naturalized citizens and minors attaining their majority.

A. B. 2080 Burns, H. M. Amends section 3.352, relating to junior colleges and requires students in junior colleges main-

tained by state colleges to pay same fees as state college students.

A. B. 2092 Poulson. Relates to fees charged to students. Authorizes state controller to determine what fees may be charged public school pupils.

A. B. 2093 Poulson. Provides health supervision in school districts by county health department in lieu of by district on order of county board of supervisors.

A. B. 2096 Poulson. Adds a new section and relates to powers and duties of governing boards of school districts. Prohibits entering contract after first of July and before budget has been adopted.

A. B. 2101 Poulson. Prohibits appropriation of state funds to school districts for classes maintained wholly by funds received from the Federal government.

A. B. 2111 Call. Amends School Code sections 4.962, 4.973, relating to issuance of school bonds.

A. B. 2149 Johnson. Provides for and regulates the certification of librarians.

A. B. 2150 Johnson. Relates to attendance of teachers at institutes and other educational meetings.

A. B. 2151 Johnson. Amends School Code section 6.224. Authorizes district board to require bidders on new school buildings to bid on purchasing materials from existing building on same grounds.

A. B. 2152 Johnson. Amends School Code section 2.51, relating to the government of public school elections under charter provisions.

A. B. 2153 Johnson. Amends School Code section 1.101, which relates to health supervision in the public schools.

A. B. 2154 Johnson. Relates to the authorization of service in the public schools and is the Credential Bill of the State Department of Education.

A. B. 2155 Johnson. Appropriation for construction and improvement at University of California.

A. B. 2157 Dickey. Prohibits any public employee receiving an annual salary of \$3000 or more from engaging in private practice of any profession or vocation.

A. B. 2201 Kepple. Amends sections 5.1103, and 5.1123, relating to district retirement systems and permits such systems

to provide maximum as well as minimum benefits.

A. B. 2218 Weber. Amends sections 4.871, 4.884, relating to evening schools. Increases apportionments to evening high schools and junior colleges maintained by high school districts.

A. B. 2219 Weber. Amends section 2.510, which relates to the petition for the formation of a high school district.

A. B. 2220 Weber. Adds new sections to Political Code, specifically including junior college districts within provision of Political Code section 3719 relating to issuance of tax anticipation warrants.

A. B. 2221 Weber. Amends School Code section 5.430, relating to the certification of school principals.

A. B. 2224 Bennett and 15 others. Provides for local relief projects for SRA for, among others, school districts.

A. B. 2249 Burns, H. M. Provides a unified and co-ordinated program of construction, repair and improvement of State colleges, including buildings, and making an appropriation therefore. (Same as S. B. 1108.)

A. B. 2254 Houser. Pertains to the adoption of group life, health and accident insurance plans and provides for the deduction from compensation for payment of same.

A. B. 2261 Donnelly. Appropriates horse-racing funds to state colleges and junior colleges having agricultural departments.

A. B. 2261 Robertson. Authorizes state compensation insurance fund to issue motor vehicle liability insurance.

A. B. 2297 Lyon. Amends section 5.653, relating to the suspension of permanent employees of school districts.

A. B. 2304 Doyle. Provides that elementary districts of the state shall be annexed to high school districts.

A. B. 2316 Thurman. Relates to the attendance of a high school pupil residing in California in a high school in an adjoining state.

A. B. 2318 Waters. Relates to sabbatical leave of teachers.

A. B. 2322 Bashore, Kellems and Garland. Makes Good Friday a legal holiday.

A. B. 2323 Burns, H. M. Amends School Code section 2.81, relating to

school districts situated partially in two counties.

A. B. 2324 Burns, H. M. Amends School Code section 5.541, relating to notice which must be given by teachers or principals for the opening or closing of schools.

A. B. 2334 Del Mutolo. Provides no person may be appointed to civil office prior to continuous residence in the state for five years.

A. B. 2339 O'Day. An act to provide that persons in receipt of pensions from public bodies shall not receive such pensions while employed and receiving compensation for such employment if pension is \$100 per month or more.

A. B. 2341 Potter. Amends School Code section 5.822 and includes in the computation of service for retirement time spent on leave of absence for which compensation is received from insurance carrier of the employing agency.

A. B. 2349 Tenney et al. Relating to the use of school-buildings by members of the Communist Party.

A. B. 2351 Tenney. Provides for the payment of prevailing rates of wages to any musician employed by the State or by any department or agency thereof or by any county, municipality, or other political subdivision thereof.

A. B. 2355 Tenney. Amends School Code section 3.760, which relates to the courses-of-study which must be followed in the day elementary schools and legalizes either 6-year or 8-year schools.

A. B. 2410 Hawkins. Relates to discrimination on account of race, color, or religion.

A. B. 2422 Turner. Relates to sound-deadening materials in buildings and structures in which sound-amplifying devices are used.

A. B. 2448 Hawkins. Places the county elementary school supervision funds under the control of the county board of education.

A. B. 2459 Johnson. Relates to the absence of public employees on military or naval duty.

A. B. 2510 Kellems. Permits persons receiving training in cosmetology through

the public school system to take cosmetology board examinations.

A. B. 2545 Turner. Permits the use of public school premises for religious purposes.

A. B. 2556 Crowley. An act for the care and education of pupils of California School for the Blind who are both deaf and blind.

A. M. 2559 Del Mutolo. Makes Good Friday a holiday.

Assembly Constitutional Amendments and Resolutions

A. C. A. 3 Stream. Proposed amendment to Article 13 of the Constitution, relating to limitation of tax rates.

A. C. A. 10 Johnson. Proposed amendment to Article 4 of the Constitution, relating to initiative measures.

A. C. A. 13 Houser, and 23 other Assemblymen. Proposed amendment to Article 1 of the Constitution, relating to equal rights for men and women.

A. C. A. 17 Kilpatrick and Burkhalter. Provides for a unicameral legislature.

A. C. A. 19 Kepple. Proposed amendment to Section 31c of Article 4 of the Constitution, relative to ownership of stock by school districts.

A. C. A. 38 McCollister. Proposed amendment to Article 9 of the Constitution, requiring the transportation of private school pupils by school districts.

A. C. A. 40 Dilworth. Proposed amendment to Article 11 of the Constitution, relative to limitation of county taxes.

A. C. R. 4 Kellems. Provides for the appropriation of \$5,000 to conduct an investigation of subversive activities in the State school system, which includes all units supported in whole or in part by State funds.

A. C. R. 13 Tenney et al. Relative to a Joint Fact-Finding Committee on un-American activities. Adopted.

A. C. R. 15 Gallagher, and all of the San Francisco Assemblymen. Inviting the American Association of School Administrators to meet in San Francisco in February, 1942.

A. C. R. 20 Del Mutolo. Public recognition of citizenship at 21 years of age.

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Berkeley
Hollister
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Three California Books

1. *Ninety Years of Education in California: 1846-1936.* Professor Fletcher Harper Swift of the School of Education, University of California, has written of this book as "a valuable contribution to the history of education in California." He states: "It assembles the most significant facts in connection with the evolution of our various educational institutions, and presents these facts in their human setting. I am impressed with the breadth of interest and the delightful manner of presentation."

"A book invaluable to the educator and historian," remarks the Oakland Tribune, "and genuinely interesting to the great many who journey through many paths into the story of the State's past."

2. *Origin and Development of the University of California.* This book gives, in its first part, in a graphic manner the origin of the University of California in the pioneer College of California which was opened in Oakland in 1853, the outcome of the first movement for a college in California. It is fascinating pioneer history.

The second part presents in a comprehensive manner the development of the University from 1868, when the College of California became its inceptive part.

Every Californian interested in the history of his state will desire to read this colorful presentation.

3. *Berkeley, California: The Story of the Evolution of a Hamlet into a City of Culture and Commerce.* Such has been Berkeley's relation to all California that this book is one of worth to every citizen of our commonwealth. Interest in it has been widespread.

These valuable books can be secured from the author, Dr. W. W. Ferrier, 2716 Hille-gass Avenue, Berkeley. Prices delivered: \$2.50 for *Ninety Years of Education in California*; \$3 for the *University history*; \$2.50 for the *Berkeley history*.

* * *

Mental Measurements Yearbook, 1940, edited by Oscar Krisen Buros, is a volume of 700 pages, 7½ by 10½ inches, price \$6; 10% discount on orders sent directly to *Mental Measurements Yearbook*, a cooperative nonprofit service for test-users, 32 Lincoln Avenue, Highland Park, N. J.

Two hundred and fifty psychologists, subject-matter specialists, teachers, and test technicians cooperated in making this guide available to test-users by contributing frankly critical reviews, helping test-users to make discriminating selections from among the hundreds of tests on the market.

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Leonard L. Bowman, Santa Barbara; State Director for California,
National Education Association

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many of us fail in our own affairs to practice what we teach.

We have the professional organizations, but without proper support their effectiveness is diminished. California Teachers Association with its more than 38,000 members is listened to with respect and appreciation in the highest counsels of this State. The National Education Association with only one teacher in five in its membership does not hold a relative position in the Nation.

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